Attachment 1

Approved Memos: Regional Meetings - Teacher Evaluation System and ESEA Flexibility

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Regional Meetings - Teacher Evaluation System and ESEA Flexibility
Memo Number	LIC-12-020
Memo Date	11/1/2011
Attention	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents; Curriculum Coordinators; Teachers
Memo Type	Informational
Response Required	No
Section	Human Resources
Regulatory Authority	na
Contact Person	Dr. Karen Cushman
Phone Number	501.683.4863
E-Mail	karen.cushman@arkansas.gov
Memo Text	The Arkansas Department of Education (ADE) will host five regional meetings in late November and early December, 2011, to receive input and feedback from participants concerning the Teacher Evaluation System and ESEA Flexibility Requests. There will be **two sessions each day**. The first session will be from **1:30-3:30 pm**, and the second session will be from **5:00-7:00 pm**. **Content will be the same for each session.** The evening session is being offered to accommodate those unable to attend the day session. Attached are copies of Act 1209 (Teacher Evaluation System) and ESEA Flexibility documents. The schedules for the meetings are as follows: Monday, November 21 Alma Middle School Cafeteria 706 Hwy. 64 East Alma, AR Tuesday, November 29

Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia, AR

Thursday, December 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello, AR

Monday, December 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro, AR

Tuesday, December 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle, AR

Attachments Act1209.pdf
esea-flexibility.doc

Version: 9.0
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Last modified at 11/1/2011 3:57 PM by Seth Blomeley (ADE)

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ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner

Contact Seth Blomeley, Communications Director | 501-683-4788 | seth.blomeley@arkansas.gov

News Advisory
Nov. 2, 2011

PUBLIC MEETINGS SET FOR INPUT ON TEACHER EVALUATION LAW, NCLB WAIVERS

LITTLE ROCK — Arkansas Education Commissioner Dr. Tom Kimbrell encourages anyone interested in the state's new teacher evaluation law and the federal No Child Left Behind (NCLB) law to attend five public informational meetings throughout the state.

The locations in the state's five geographical regions and dates for each of these meetings are announced today.

The meetings will focus on:

— **Act 1209 of 2011.** This law creates a teacher evaluation system for Arkansas's public schools. The Arkansas Department of Education (ADE) is seeking input from administrators, teachers, and other stakeholders as the rules for implementing the law are crafted.

— **The state's NCLB waiver.** This is state's pending flexibility request regarding the federal Elementary and Secondary Education Act (ESEA), or what is commonly referred to as NCLB. The U.S. Department of Education has offered states the opportunity to apply for waivers from some of the act's requirements in exchange for innovative plans to raise achievement levels. ADE is seeking input from educators and the community about how to tailor this request.

ADE staff will be on hand at each meeting to provide information and to gather feedback.

The schedule for the meetings is as follows:

Northwest Arkansas
Monday, Nov. 21
Alma Middle School Cafeteria
706 Hwy. 64 East
Alma

Southwest Arkansas
Tuesday, Nov. 29
Henderson State University
Lecture Hall – Garrison Activities Center
1100 Henderson Street
Arkadelphia

Southeast Arkansas
Thursday, Dec. 1
Southeast Arkansas Education Service Cooperative
1022 Scogin Drive
Monticello

Northeast Arkansas
Monday, Dec. 5
Arkansas State University
Student Union Auditorium
101 N. Caraway Rd.
Jonesboro

Central Arkansas
Tuesday, Dec. 6
Maumelle High School
Lecture Hall
100 Victory Lane
Maumelle

There will be two sessions each day. The first session will be from 1:30 p.m. to 3:30 p.m. The second will be from 5 p.m. to 7 p.m. Content will be the same for each session. The evening session is being offered for those unable to attend the earlier session.

ArkansasEd.org
Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

This email was sent to **seth.blomeley@arkansas.gov**. To ensure that you continue receiving our emails, please add us to your address book or safe list.

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Diana Pace					Arkansas Leadership Academy
Richard Hutchinson					ABA
Dona Murry					AEA
Annette Barnes Lewis					ADE

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Billie Warnick				✓	
Laura Tucker			✓		Van Buren
Ken Ramey				✓	
Jody Wiggins				✓	
Terry Stripe				✓	
Jack Hannon					ADE
Barry Owen				✓	Fort Smith
Marsha Jones				✓	Springdale
Roger Hill				✓	Rogers
Natasha Turner			✓		Alma
Tricia Pelletier			✓		Alma
Jennifer Austin			✓		Alma
Becky Bowers			✓		Alma
Tawnya Shelton			✓		Alma
Karen Childers			✓		Van Buren
Debbie Atkinson				✓	Bergman
Paris Wilson			✓		Alma
Kris Cox			✓		Alma
Dianne Popp			✓		Alma
Dana Worthy				✓	Alma SD
Gamm M Greece				✓	alma High School
Cindy Valentine			✓		Alma Middle School
Amanda Neff			✓		Alma Middle School
Ross White			✓		Alma Middle School
Megan Dean			✓		alma middle school
Kristen Antinelli			✓		Alma Middle School

Michael L. Fulmer Teacher Alma M. S.

ESEA Flexibility Meeting at Alma on 11-21-11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Jenny Barber				✓	
Sheila Jacobs				✓	
Margaret Robinson				✓	
Alene Byrum				✓	
John L. Colbert				✓	
Kay Jacoby				✓	
[illegible]			✓		
Kathy Partridge				✓	
[illegible]				✓	
Sheila Trinkle				✓	
Freda Waters				✓	
[illegible]				✓	
[illegible]				✓	
[illegible]				✓	
Marsha Woolly				✓	* retired
Pat Worton				✓	
Mike McGaughan				✓	
Bob Wood				✓	
Julia Rice				✓	
Paul Hines				✓	
Sheila Landrum				✓	Afterschool Program (AOSN)
[illegible]				—	↓ Times Record

May 2. Viola

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00 C

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Karen Cremer			✓		
Meecie Chrisman					paraprofessional
Nola Newton				✓	Program Director 21st CCLC
Chris Watson (Lavaca)				✓	
Tara Haeshaw (Lavaca)				X	
Sandra Smithson				✓	
Steve Rose (Lavaca)				✓	
Phillis Dickinson				✓	

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Dana McMahen		✓	✓		
Patricia Lysaker			✓		
Marcus C. Woodward			✓		
Juan S Martinez			✓		
Sandra Owens			✓		
Valery Wilson			✓		
Roland Lee			✓		
Michelle Long			✓		
Paula Bolin			✓		
Norma Flory			✓		
Deborah Wyatt			✓		
Kellie Cohen		✓		✓	Dist. administrator
Hannah Neely			✓		
Louise Reeves			✓		

ESEA Flexibility Meeting at Alma on 11-21-11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Robyn Bates			✓		
Patricia Stanton			✓		
Carolyn Douglas			✓		
Ashley Bott			✓		
Dave Moore			✓		AEA
Richard Hutchinson					AEA
Chuck Ellery			✓		AEA
JO ELLERY		✓			AEA
Terry Cranford					AEA
Jim Warnock		✓		✓	
Pat Wherton				✓	
Kerry Schneider				✓	
Roy Vesto				✓	
Gay Holland				✓	
Pamela Terry				✓	
[illegible]				✓	

ESEA Flexibility Meeting at Arnoldsphere High School on 11-29-11 11:15 am ~~1:30~~ or ~~5:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Chasity Burns	✓				
Kelsey Kobe	✓				
Casey L. Hunt			✓		
Baileigh Nix	✓				
Jesse Culverton	✓				
Ashleigh Halliday	✓				
Sierra Westberg	✓				
Mark Adair	✓				
Cody Bethea	✓				
David R. Maxwell				✓	
Alex Buckley	✓				
	10		1	1	

ESEA Flexibility Meeting at Arnoldphia High School on 11-29-11 11:15 am ~~1:30~~ or ~~5:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Theotis Purifoy	✓				
JaVon Ducksay	✓				
Adrian Barrett	✓				
Kourtney Lewis	✓				
Abby Boyette	✓				
Anthony Arnold	✓				
Blanca Cervantes	✓				
Megan Harris	✓				
Michaelynn Rogers	✓				
Wiley Cooper	✓				
Austin Bothell	✓				
Colin Barnes	✓				
Tony Johnson	✓				

ESEA Flexibility Meeting at HSU on 11/29/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Kenneth Muldrew				✓	
Linda Hodea				✓	
Robert Davis				✓	
Donna Garrett				✓	
John Moore				✓	
Robert A. McAdoo				✓	
Holly Cothrew				✓	
Karla Byrne				✓	
Walton A. Pigott				✓	
Deborah Cearley				✓	
Sherry Carter				✓	
Jerri Courville				✓	
Shawn Pilgrim				✓	
Sherri Hollingsworth				✓	
Vic Randolph				✓	
[illegible]				✓	
[illegible]					
Nathan Gibb				✓	
Kenny Leatherwood				✓	
[illegible]				✓	
[illegible]				✓	
~~Rusty Manning~~ duplicate sign-in				✓	
~~Jason Buckham~~				✓	
Gary Smithey				✓	

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22
23
14
59

22

ESEA Flexibility Meeting at HSU on 11/29/11 1:30 ✓ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Rhonda Simmons				✓	
Bonnie Haynie				✓	
Forrest Mulberry				✓	
Debbie Cliff				✓	
Matt Coleman				✓	
Brandy Eldridge				✓	
Paul Jorcett				✓	
Shirley Wright				✓	
Becky Stanley			✓		
Ruben Keeler				✓	
Libby White				✓	
Rusty Manning				✓	
Jason Buckman				✓	
Allen Blackwell				✓	
John Smalling				✓	
Sharon Barton				✓	
Leslie Mayo					
Betty Tidwell				✓	
Tina Hobbs					Dawson Coop
Beth Neel					Dawson Coop
Becky Jester					Dawson Coop
Nancy Anderson				✓	
Betsy Giff				✓	
Opal Anderson				✓	
Paulette Blackwell					Education Renewal Zone

(OVER)

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ESEA Flexibility Meeting at HSU on 11/29/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
JD PUSKA		✓			
VERNON BROOKS				✓	
J.J. HUMPHRIES				✓	
Dewayne Curry				✓	
[signature]				✓	
[signature]				✓	
[signature]				✓	
[signature]				✓	
[signature]			✓		
[signature]			✓		
[signature]			✓		
[signature]				✓	
		1	3	8	

ESEA Flexibility Meeting at HSU on 11/21/14 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Terri Bryant				✓	
Debbie Marsh				✓	
Meredith McCormack				✓	
Pam Eg Sheldon				✓	
[illegible]				✓	
[illegible]			✓		
[illegible] Crowder			✓		
[illegible]			✓		
[illegible]			✓		
Dr. Diann Gathright				✓	
			(14)	(6)	

ESEA Flexibility Meeting at Monticello Hs. on 12-1 10:00 a.m ~~1:30 or 5:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Jordan Jackson	✓				
Adrien Richard	✓				
Blake Dorman	✓				
Mercedes Sadie Burns	✓				
Krissy Eastridge	✓				
Lechriston Bullware	✓				
Randy Stanley	✓				
Matt Pillard	✓				
Deonicia Franklin	✓				
Shavrion Ollison	✓				
		10			

ESEA Flexibility Meeting at Monticello HS. on 12-1-11 10 a.m. ~~1:30~~ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Ariel Williams	✓				
Karen Davis	✓				
Caroline Wilson	✓				
Kristina Donaldson	✓				
Kristiana Tenorio	✓				
Emily Grubbs	✓				
Don White	✓				
Elizabeth Wilson	✓				
Mallory Jones	✓				
		0			

ESEA Flexibility Meeting at Monticello HS. on 12-1-11 ~~1:30~~ 10: am or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Ja'Marius Lewis					
Gordan Smith					
Ricky Owens					
Morgan Hopper					
Cooper Williams					
Austin Harper					
Jay Kent Gates					
Cody Pigott					
Erin Ashcraft					
Zach Cason					
Brandon Ashcraft					
Alex Rodgers					
Mary Kate Jones					
Jodi Miles					
Elizabeth Echols					
Annsley Davis				18	
Nshyha Shelton					
Jeremy Weih					

10a.m.

ESEA Flexibility Meeting at Monticello HS. on 12-1-11 1:30___ or 5:00___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Christian Paul	X				
Dallas Blagg	X				
Peyton Merrell	X				
Garrett Jeffers	X				
Lesley Nelms			X		
	11		1		

ESEA Flexibility Meeting at Monticello HS on 12-1-11 10 am ~~1:30~~ or 5:00

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Brayin Daniels	✓				
Dylan McClain	✓				
Zachary Williams	✓				
Josh Longino	✓				
Ryan Case	✓				
Hannah Kling	✓				
John David Pierson	✓				
Taylor Parker	✓				
Hunter Nuham	✓				
Lane Roark	✓				
Michaela Gay	✓				
Holly Hancock	✓				
Cole Stevens	✓				
Jasmine Block	✓				
Tresha Wells	✓				
Daliah Jordan	✓				
Chris Kelley	✓				
Gabe West	✓				
Kyle Young	✓				
Nathan Bailey	✓				
Dashaun Fisher	✓	(2)			

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ____

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
KATHLEEN Church				✓	
Barbara Garner				✓	
Pam Pevy				✓	
Regina Scroggins				✓	
Sara Weaver				✓	
Gina Richard					Science Specialist STEMCenter
Marilyn Johnson				✓	
Gary Jackson				✓	
Andrew Tollett				✓	
Carol Santucci				✓	
Marilyn Chambers				✓	
ALICE MAHONY					ST. BRD of EDU / EDEF
Barbara J. Warren				✓	ESC Director
Kay Simpson				✓	ESC Asst. Director
Joyce Eckwood		X			Special needs Advocate
Mike Johnston				✓	
Trudy Jackson				✓	
Joy Graham				✓	
Lila Phillips		X			El Dorado Education Foundation (EDEF)
Paula Rawls				✓	
Thomas Gathen				✓	McGehee Sch. Dist.
JoAnna Spain		✓	✓	✓	ADE
Glenetta R. Burks				(3) (1) ✓	Warren School District
Jonalyn B. Reep				✓	Warren School District. SERCDEC
Brenda Campbell				✓ (22)	(2) Misc

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Dr. Sue S. Martin					✓ - UAM
Jeff Longing					✓ - UAM
Debbie Givhan					✓ UAM
Donna L. Hunnicutt					✓ UAM - Higher Education
Peggy Doss					✓ UAM - HIED
Candie Hudson			✓		
Christina Vandeveer					Reporter - DeWitt Enterprise
Julie Blevins				✓	
Kimberly Green				✓	
Vicki Reed				✓	
Mary Donaldson				✓	
Melvin Bryant				✓	Stuttgart
Renee Treadwell				✓	SEARK Coop
Tracie Jones				✓	Education Renewal Zone - UAM
Andrea Ratcliff			✓		✓ Education Renewal Zone - UAM
Josh Thomas				✓	
Cindy Luper			✓		
June Wells				✓	
Allison Denton			✓		Henderson,
Twilla Hardin				✓	
Betty Brewer				✓	
Alayne Zimmerly					✓ UAM
Linda Tullos					

4 ✓ 12 UAM 6

ESEA Flexibility Meeting at SEARK Monticello on 12-1-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Kenny Pennington				✓	
Rudolph Jewett				✓	
Barbie B Johnson		✓	✓		
Elaine Upton			✓		
Melissia Vincent				✓	
Barbie Eubanks		✓	✓		
Davy King		✓		✓	
Kent Baggett				✓	
Bob R. Harper				✓	
Karen Eoff				✓	
Michelle Overstreet					College Board
Suzette Andaro				✓	
Jerry O Payne				✓	Superintendent, Pine Bluff School District
Brenda Haynes				✓	Superintendent, Sheridan Schools
Doug West				✓	Asst. Supt., Sheridan Schools
Billy Williams				✓	Superintendent, Woodlawn Schools
Rhonda Mullikin				✓	Asst. Director/TCC COOP.
		3	3	13	College 1

ESEA Flexibility Meeting at SEArk Coop on 12/1/2011 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Jody Fields					UAEC/ADE Sped Dele Mgr
Willie Campbell				✓	ALE PRIN. Hamburg
Sammy Grimes			✓		ALE Science Teacher, Hamburg
Onnie E. Simpson			✓		Drew Central Middle School
Gail Snider					UAM STEM Ctr.
Pam Beard					UAM STEM Ct. Director
Sandra Lanehart				✓	Star City School District
Jon Holley			✓		Drew Central School District
Deborah K. Ward			✓		Drew Central School
Judy Owen			✓		Drew Central School
Phillip Baxter			✓		ALE, English Hamburg
David Parkman			✓		ALE, History Hamburg
Freida Scroggins			✓		ALE Hamburg Schools
			8	2	

ESEA Flexibility Meeting at ASU on 12/5/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Greg Crabtree				✓	
Steven Green				✓	
Hugh Inman				✓	
Clifford Rowex				✓	
Mitch Walton				✓	
Jeff Altenus				✓	
Don Johnston				✓	
Robin A. Catt				✓	
DALE CASE				✓	
Robin Baugher				✓	
Pamela Castor				✓	
Annette Frey					ASU
Mary Jane Bradley					ASU
June Jamison				✓	Retired
Mitch Holefield				✓	ASU
Sharon Coburn				✓	Crowley's Ridge Coop
Debbie Coffman				✓	Crowley's Ridge Coop
Lisa Hrang				✓	Marked Tree
Gary Martin				✓	South Miss. Co.
Rendla Clemons				✓	South Miss. Co.
Mike Smith				✓	South Miss Co
Linda Maples				✓	Earle School Dist

ESEA Flexibility Meeting at ASU on 12/5/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Dixie Keyes					University Teacher Educator
Sally Cooke				–	Blytheville School District
Sandy Hughey				✓	Blytheville Schools
Peyton W. Bowden				✓	Jackson County School Dist.
Kenny Black				✓	Newport Special School Dist.
LARRY BENNETT				✓	NEWPORT SCHOOL DISTRICT
Wendy EVANS				✓	Gosnell School
Kevin Evans				✓	Gosnell School
					State Dept of Educ.
Debbie Davis					Arkansas Leadership Academy
				✓	Riverside Schools
Bryan Duffie				✓	Westside Schools
Kevin McGaughey				✓	Brookland School District
Tracy Webb				✓	Highland School Dist.
DANNY LUSK				✓	Highland School Dist
James Floyd				✓	Highland School Dist
Greg Mages					ASU COE Dean
Gloria Phillips				✓	So. Miss Co.
Drew Baker				✓	So. Miss Co
Mary A. Ramay				✓	Pine Bluff School Dist
Ronald McKay				✓	Earle High School
Ray Whitesides					The Sun

ESEA Flexibility Meeting at ASU on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Jim McMullen					coop - NEA
Leigh Price					GREC
Kathy Lee				✓	Wynne Schools
[illegible]				✓	Wynne Schools
[illegible]				✓	" "
Sandra Holloway				✓	" "
Ken Watson				✓	" "
Debra Heath					" "
[illegible]				✓	Buffalo Island Central Schools
Natalie Johnson-Leslie					ASU Teacher Education Dept.
Jerry Skidmore				✓	Calico Rock School Dist.
Judy Locke			X		Forrest City School District
[illegible]				✓	Riggotti School District
Dori McCann				✓	West Memphis Schools-Bragg Elem
Sheila Brassam				✓	West Memphis School District-Weaver Elem
Carol Miller				✓	West Memphis School District
Sandy McCall				X	Nettleton School District
Elroy Brown				X	21 Century BIS Boys & Girls Clubs
Carol Woods			X		Cedar Ridge Schools
Kim Danley				✓	ASU-ERZ
McArthur Hampton					DCOM After-school Program
Carolyn Hampton					DCOM Afterschool Programs

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Tom Sharp				X	
Rachel Shelly				X	
RoseMary Weaver				X	
Innesa Thompson				✓	
James Brittingham				X	
Kelly Colbert				X	
Vicki Shelby				X	
Karla Blackstock				X	
Debbie Smith				X	
Jamm Edwards				X	
Co-Supervisor				X	
Connie Adams				X	
Mary Jane Bradley					ASU
Dennis Tuttle				X	
Wesley Yates				X	
Tracy Yates			X		

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Patsy White			✓		
Jamma Kinnes			✓		
Teresa Sanders			✓		
Roland Popejoy				✓	
Rob Lindley				✓	
Pamela Clark				✓	
Gina Hogue					ASU- Faculty
Patsey Rook		✓	✓		ASU-Part-time Faculty
Ted U Rook		✓			School Bd. Member Pottsboro
David Luttrell				✓	
Lina Leatherwood Burns					ASU- Faculty
JOANNA GRYMES					ASU-FACULTY

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Sue Dail			✓		
Shara Phares		✓	✓		
Rick Utt				✓	
Erin Odom			✓		
Nicole Covey				✓	
Erica Collins			✓		
Loretta McGregor		✓	✓		Univ. Prof.
Cecelia Jones			✓		
Erin Kennemer			✓		
Blair Bullard			✓		
Beverly Hathcock			✓		
Jenny Andrews			✓		
Kim Williams				✓	
Jerry Woods				✓	
Stephe LeAnn Helms				✓	
Sharon Radely				✓	
Robin Kuykendall					Public education advocate

ESEA Flexibility Meeting at Mammelle HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Curtis Spann				✓	Rose Bud School District
Debbie Wammack				✓	Rose Bud School District
Camile C Wyllie					ADE
Dr. Geraldine Mallette					ADE
RON HARDETZ					ASBA
Richard Abernathy				✓	AAEA
PATRICIA A SEARIGHT				X	Searcy County School Dist
Alan Yarbrough				✓	Marshall High School
David Westenhover				✓	Guy-Perkins School District
Dr. Sheena Williamson				✓	Searcy School District
Kim Fowler				✓	O.U.R. Education Co-op
				✓	4 misc

ESEA Flexibility Meeting at Monticello HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
John D Lockett				X	
Paul T Watton					JBHM
Albert Brown					JBHM
Dennis Glasgow				X	
Karla Neathery				X	
Laura Baker				X	
Ann Kerr				X	
Greg Murry				X	
Rhonda DICKEY				X	NLRSD
Lanny Reed					ADE
Phyllis Tucker			X		
Aimee Dyson		X			
Kim Hearn Mangold		X			
Tony Thurman				X	
HAROLD JEFFCOAT				X	
Ken Fowler				X	
		2	1	10	3 misc

ESEA Flexibility Meeting at Mammoth HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Roger Palmer					ADE
Beth Stewart				✓	
Annette Henderson				✓	
Verna L. Bednick				✓	
Sue C. Virgin				✓	
Jerry Jones				✓	
GARY Kees					ARESC
Bill Mullins				✓	
Ronnie Greer				✓	
Christy Reeves				✓	
Howard Mann				✓	
Scott Embrey				✓	
Michelle Cooper				✓	
Mark Dipson					NAESC Cooperative
Lenett Thaden					Arch Ford Coop
Leasha Hayes					Wilbur Mills Coop
Connie Whitfield					ASBA
				11	Le Music

ESEA Flexibility Meeting at Maumelle Hs on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Mary Ann Duncan				✓	
Edie Allen				✓	
Stacey Lindsey				✓	
Faith Humphreys			✓		
Melissa Hilson			✓		
Diane Lowell				✓	
Sue Shults				✓	
Debbey Sarco			✓		
Debbie Brown				✓	
Darla Freeman					Disab Rights Cntr of AR
Ross Swearingen					
Sarah Rahn					
Cindy Hoge					ADE
Jayne Green					ADE
Ken Kuzniel				✓	NLRSD
Monica Gray				✓	Clarendon School Dist
Rudolf Ellis				✓	Clarendon School District
Brenda Melton				✓	Watson Chapel
			3	10	3 MESC

ESEA Flexibility Meeting at Mountain Home on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Glennia Stapper					
Robert Toney					
[signature]				✓	
Pam Renner				✓	
[signature]				✓	
[signature]				✓	
[signature]				✓	
Mary Morgan				✓	
Frank [signature]				✓	
Stacy Smith				✓	
Kristi Campbell				✓	
Mike Hudgens				✓	
[signature]				✓	
Rob McGill				✓	
Eric Saunders				✓	
Jerrod K. Williams				✓	
Kicth Williams				✓	
Sheila Bowen				✓	
Betty Ruth Welch					✓ ADE
Jeff Dyer					✓ ADE
[signature]					✓ ADE
				15	3 misc

ESEA Flexibility Meeting at Maumelle HS on 12/6/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Tammie Cloyes					ADE
Dana Davis					ADE
Coniell Bursac				✓	LRSD - Grants Dept.
Chantel Barber					Pulaski Cty Youth Svcs
Phyllis E. Long		✓			
Estelle Matthis					ADE
Phyllis Stewart					ADE
[illegible]				✓	Cabot
Denise Arrolt					Uof. A ALA
Shawn Burgess					PCSSD HR
Paul Brown				✓	PCSSD HR
Robert Clowers				✓	PCSSD
[illegible]				✓	PCSSD - Maumelle HS
Cynthia Howell					Arkansas Democrat-Gazette
Jimmy Huckaba					Arch Ford Co-op
Mary Kathryn Stein					Arch Ford ESC
Jeanne Allen				✓	Conway Public Schools
Tammy Woosley				✓	Conway Schools
Saveta Wells Hale					Arkansas Out-of-School Network (AOSN)
Barbara Mean					ADE
J. Carroll Purtle				✓	Wonderview School District
Paige Bangs				✓	~~[illegible]~~ Ridge Road Middle Charter School

1 1 8 12

ESEA Flexibility Meeting at Mansfield HS on 12/6/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Donna Ziller			✓		21st CCLC Boys+ Girls Club
Jasen Kelly				✓	21st CCLC Boys & Girls Club of Saline Co.
Kim Arnold			✓		21st CCLC Afterschool – CO Sch
[illegible]				✓	
[illegible]			✓		
[illegible]			✓		
[illegible]			✓		
Rebecca Priester			✓		
Rodney Mathesey				✓	
Rhonda Ogle			✓		
[illegible]				✓	PCSSD
Samantha Carpenter			✓		ADE DLC
Cynthia Green			✓		ADE DLC
Carolyn Talley Harshaw		✓	✓		
[illegible]		✓			
[illegible]					self
Cindy Benton			✓		PCSSD
Morris Holmes				✓	Little Rock School Dist
[illegible]				✓	Little Rock School District
Anita Bell			✓		NLRSD
KAREN CARTER					AEA
Rhonda Smith			✓		Conway & AEA
Brenda Robinson			✓		AEA/PCSSD

2464

11:00

ESEA Flexibility Meeting at Jonesboro H. School on 12-5-11 ~~1:30~~ ~~or 5:00~~

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Megan Adams	✓				
Chuks Ota	✓				
LH Marshall	✓				
[illegible]	✓				
[illegible]	✓				
Moe Malugen	✓				
Lauren Braden	✓				
Hannah Stanley	✓	✓			
Windom Paul	✓				
Kaily Nix	✓				
Katreeco Banks	✓				
Daisna Haggans	✓				
Neshia Harrell	✓				
LaDasia McCullough	✓				
	✓				

ESEA Flexibility Meeting at ASU on 12/5/14 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Greg Crabtree				✓	
Steven Green				✓	
Hugh Inman				✓	
Clifford Rowe				✓	
Mitch Walton				✓	
Jeff Alfred VS				✓	
Don Johnston				✓	
Robin A. Catt				✓	
DALE CASE				✓	
Robin Baugher				✓	
Pamela Castor				✓	
Annette Hey					ASU
Mary Jane Bradley					ASU
Jane Jamison				✓	Retired
Mitch Goldfield				-	ASU
Sharon Coburn				✓	Crowley's Ridge Coop
Dana Coffman				✓	Crowley's Ridge Coop
Lisa Evans				✓	Marked Tree
Gary Marks				✓	South Miss. Co.
Brenda Clemons				✓	South Miss. Co.
Mike Smith				-	South Miss Co
Linda Maples				✓	Earle School Dist

19 3 ASU etc

ESEA Flexibility Meeting at ASU on 12/5/11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Dixie Keyes					University Teacher Educator
Sally Cooke				✓	Blytheville School District
Sandy Hughey				✓	Blytheville Schools
Peyton W. Bowen				✓	Jackson County School Dist
Kenny Black				✓	Newport Special School Dist.
LARRY BENNETT				✓	NEWPORT SCHOOL DISTRICT
Wendy EVANS				✓	Gosnell School
Kevin Evans				✓	Gosnell School
Tony Wood					State Dept of Educ.
Debbie Davis					Arkansas Leadership Academy
[illegible]				✓	Riverside Schools
Bryan Duffie				✓	Westside Schools
Kevin McGaughey				✓	Brookland School District
Tracy Webb				✓	Highland School Dist.
DANNY LUSK				✓	Highland School Dist
JAMES Floyd				✓	Highland School Dist
Greg Meeks					ASU COE Dean
Gloria Phillips				✓	So. Miss Co.
Dixie Baker				✓	So. Miss Co
Mary A. Harvey				✓	Pine Bluff School Dist
[illegible] McVay				✓	Earle High School
Ray Whiteside					The Sun

17 5 ASU etc

ESEA Flexibility Meeting at ASU on DECEMBER 5, 2011 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Jim McMullen					coops - NEA
Leigh Price					GREC
Kathy Lee				✓	Wynne Schools
[illegible]				✓	Wynne Schools
[illegible]				✓	" "
Sandra Holloway				✓	" "
Kevin Watson				✓	" "
Debra Heath					" "
Dr. Tina Sturm				✓	Buffalo Island Central Schools
Natalie Johnson-Leslie					ASU Teacher Education Dept.
Jerry Skidmore				✓	Calico Rock School Dist.
Judy Locke			X		Forrest City School District
Susan Mann				✓	Paggett School District
Dori McCann				✓	West Memphis Schools-Bragg Elem. Weaver Elem
Sheila Brassern				✓	West Memphis School District
Carol Miller				✓	West Memphis School District
Sandy McCall				X	Nettleton School District
Elroy Brown				X	21 Century BIS Boys & Girls Clubs
Carol Woods			X		Cedar Ridge Schools
Kim Danley				✓	ASU-ERZ
McArthur Hampton					DCom Afterschool Program
Carolyn Hampton					DCom Afterschool Programs

2 15 4 BU etc

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	Students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Don Sharp				X	
Richel Shelly				X	
RoseMary Weaver				X	
Innesa Thompson				✓	
James Buttingham				X	
Kelly Colbert				X	
Vicki Shelley				X	
Karla Blackstock				X	
Debbie Smith				X	
Jamm Edwards				X	
Co-Supervisor				X	
Connie Adams				X	
Mary Jane Bradley					ASU
Dennis Trimble				X	
Wesley Yates				X	
Tracy Yates			X		

1 14 1 Absente

ESEA Flexibility Meeting at ASU on 12/5/11 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Patsy White			✓		
Gamma Knowles			✓		
Teresa Sanders			✓		
Roland Popejoy				✓	
Rob Lindley				✓	
Pamela Clark				✓	
Gina Hogue					ASU - Faculty
Patsey Rook		✓	✓		ASU - Part-time Faculty
Ted V Rook		✓			School Bd. Member Nettleton
David Rutledge				✓	
Lina Leatherwood Burns					ASU - Faculty
JANNA GRYMES					ASU-FACULTY

2 x 4 4 ASU etc

ESEA Flexibility Meeting at ASU on 12/5/14 1:30___ or 5:00 ✓

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Sue Dail			✓		
Shara Phares		✓	✓		
Rick Pete				✓	
Erin Odom			✓		
Nicole Covey				✓	
Erica Collins			✓		
Loretta McGregor		✓	✓		Univ. Prof.
Cecelia Jones			✓		
Erin Kennemer			✓		
Blair Bullard			✓		
Beverly Hathcock			✓		
Jenny Andrews			✓		
Kim Williams				✓	
Jerry Woods				✓	
Stephanie LeAnn Helms				✓	
Sharon Rodeby				✓	
Robin Kuykendall					Public education advocate
		2	9	6	1 ASU etc

ESEA Flexibility Meeting at ALMA on 11-21-11 1:30 ✓ or 5:00 ___

Name	students	Parent	Teacher	School Administrator	Other - community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, or Indian tribes
Waynette Chambers				✓	Special education administrator
Karen Morton				✓	
Suzanne C. Nicholas				✓	
Don Love				✓	
Becky Ramsey				✓	
Lester Long				✓	
Pat Healer				✓	
John Cierla				✓	
Dennis W. Copeland				✓	
J. L. Parris				✓	
David Kellogg				✓	
Tony Wood					Dept. of Educ Ark.
Lou Scroggins			✓		
Lisa Cater			✓		
Becky Balazic				✓	
Bonnie J. Dyer			✓		
Greg Grant				✓	
James A. Bridges				✓	
Cecil Boothe					Harding University
Susan M. Owens				✓	Hector
West Dan				✓	Hector
Seth Blomeley					ADE

Regional meeting notes

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Alma Middle School
November 21, 2011

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 6; Option B – 0; Option C – 3.** A representative from the group requested "something with growth involved." This was followed by applause in the room.

2:05 – Questions and Comments (Mr. Hoy's remarks in red)

- Is this flexibility only for Title I schools?
- How does it align with Act 35 and Omnibus?
- Is there no planned effort at this time to put a legislative packet together to address these Acts?
- How will the calculation come about for non-Title I schools?
- Has the Department discussed these things?
- What do you think about AMOs? Please use the ADE email dedicated to this process to let us know what you think? Should it be one for the state? Should they be different for every school? District?
- We need to look at a growth model of where each student is and measure it individually.
- Is there a particular model you have in mind?
- I think if we look at what is successful nationally…why not kill two birds with one stone? Since we're looking at a model for measuring teacher and principal effectiveness, why not use the same for students?
- What we are using now is not fair.
- It should be broken down by student.
- What about the Colorado model that HIVE uses? It takes a child where he/she is and moves them from that point.
- What definition have you been given about "over a number of years?"
- What have you been thinking at the district level?
- Why not look at Gains?
- We should look at growth measures beyond the state of Arkansas. We do not want a model that only addresses 50% of the students.
- I'm curious if the state might be interested in how we look at SPED and ELL. I'm disappointed that we're not looking at that.
- We would like Smart Accountability to go away – all labels, all interventions.

- What about the other 75%? (B-11 in FAQ)
- Leave them alone.
- If differentiation is supposed to be the primary focus, why are all students tested the same way? Can there not be some flexibility in outcomes?
- 75% - given whatever accountability is out there – wouldn't it address those schools?
- Will Act 35 labels still be in place?
- We don't want to see the 20% (Choice and SES) re-incarnated.
- All Choice laws need to be reviewed – specifically the second one pertaining to Gains – it's supposed to be in effect and the Department hasn't said anything about it so I know no letters went out and schools and districts aren't implementing it.

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. **Option A – 9; Option B – 1; Option C – 3.**

- If you're writing on something dealing with growth, is that not ambitious enough?
- On the first choice, is that the state's AMO or at the local district?
- SPED students made great gains but never make proficient. How will that be addressed?
- In 2011 you evaluate 10th graders and you evaluate the 10th graders the next year – they're not the same students – how is that fair? Is it fair to evaluate a school/district as a whole when you have no control over the level of students you get each year?
- ELL, speaking of fairness – they can't speak the language but have to be tested and if you get them as 11th graders you only have two years. Can there not be a waiver year?
- Can you add things to the waiver that's not in the waiver list?
- Review whether another state has asked for additional waivers.
- I'm aware of Gains – has the Department looked at that for option 3 in terms of looking at ELL and other subgroups?
- Are there certain models that the statisticians are leaning toward?
- In the first option you mentioned school by school, could you not go with the state's average and then go back to zero and set equal increments for six years to get up to 85%
- What do we do with the schools in the middle? Leave them alone (1 vote); Put something else in place (7 votes). Do we take what we have regarding priority and reward schools or do something different?
- What are you referring to when you say put things in place?
- I think you're labeling the wrong things. I think you should be labeling the students.
- This is a request – I would ask the group working on this – if it's easy to asses, it's probably not important – keep in mind if it's really important, it's probably hard to assess.

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Arkadelphia HS and Henderson State University
November 29, 2011

11:00 – 12:00

Mr. Hoy met with high school students to discuss implications of ESEA Flexibility and its impact on student achievement.

Hoy – What do you plan to do after you receive your diploma?
Students – Go to college. All students raised their hands in agreement with this response.
Hoy – Are you putting yourself in position to go to college when you graduate?
Hoy – Studies show students are not quite ready for college when they get there. Arkansas has a high remediation rate. Jobs are being lost and it is attributed to the education system not educating students well. (NCLB was introduced into the conversation) Those test you've been taking since 3rd grade are a response to NCLB. How do you like those test?
Students – Hate them.
Hoy – Why?
Students – Too long.
Hoy – How do you know a school is a good school? What year of improvement, if any, is your school in?
Students – year 7.
Hoy – What does that mean?
Students – We're not getting the grades we should.
Hoy – Does that mean you're not in a good school?
Students – No.
Principal – I am a part of Arkadelphia High School's redesign.
Hoy – Some states implemented easier test and are not in the levels of improvement that Arkansas is in. Easier test may cause you not to be able to compete globally. (Introduction of Common Core and College and Career Ready)
Principal – How many of you are on an AP track? We are an AIM school; AP is our default curriculum.
Hoy – How do you tell if a school is a good school?
Students – By how many students graduate and how many go to college?
Hoy – What if…
Students – It won't make a good school if you're not being challenged.
Hoy – If you are smarter when you leave than you were when you started, is that a good school?
Students – Yes.
Hoy – That's called growth. Which is better? 1. Test scores are high or 2. Test scores are high and students show growth. All 22 students raised their hand in support of #2. If 100% is not achievable, what is?
Students – A "B". I'm a poor test taker.
Hoy – "Please note" – classroom grades (I don't remember what this response was in reference to). Which option do you think is best? A. Take the number not proficient and reduce it by half

in six years. B. Extend the time to reach 100% by six years (2020). C. Come up with something else that is ambitious and achievable. The majority of students chose option A.
Teacher – Sometimes what I'm hearing is what's being taught is not what's tested. Students say, we've never seen that. How are you going to align what's being tested to what's being taught?
Hoy – Statistical analysis…if a lot of people miss it, it is likely the concept was not taught or certainly not taught well.
Principal – What you're going to learn will be more rigorous.
Students – When Common Core comes, will we be learning what's assessed or will it be a lot of other stuff included?
Hoy – How do we determine whether a teacher is good? Student surveys?
Students – I think surveys would be good.
Teacher – I would survey students at the end of a course and I have used their comments to become the new and improved teacher I am today.
Hoy – Should middle school students get to do surveys on teacher also?
Students – No.
Hoy – How far down should surveys be allowed? Some said grade 6, 7 and 8; most said the lowest grade should be grade 9. Should we survey parents?
Students – Yes…responses were mixed.
Principal – Tell Mr. Hoy what question you have to answer before you graduate.
Students – What do you want to do after you graduate.
Principal – What about jobs?
Students – We will be competing for jobs that never existed before.
Teacher – We work on a career plan with students and evaluate it annually.

1:30-3:30

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A – 8; Option B – 0; Option C – 0.

2:09 – Questions and Comments (Mr. Hoy's remarks in red)

- Will the flexibility on 21st Century funds be for new grants or grants that were previously awarded? Will funds then be allowed to be spent on all students?
- (Harvey) It will be based upon what was approved in the grant.
- In terms of lowest 5% - should we stay with what we have or move to something else? The majority would like to see something with growth.
- How many think we should seek flexibility on 21st Century funds? More preferred we leave it after school.
- If we get the waiver, do we continue with the labels?
- Do we still want a label on the 75%?

- We need to allow for a growth model that provides ability to show growth (particularly in the case of SPED) so we get credit for it even if we didn't meet what was required for AYP.
- We look at growth every year and it's a different group of kids…we go crazy trying to figure it out.

Session ended at 2:23p

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview.

- Clarifying question – on the rating you talked about Title I – does this only apply to Title I or will all schools be impacted?
- With this waiver, will there be any measurable objectives or will they freeze the AMOs where they are?
- You may want to defer to Dr. Kimbrell…If in the next election the Republicans take over again, will there be changes made to ESEA and any flexibility?
- Accountability will not go away, testing, targets, and ways of identifying schools not achieving will not go away, and college and career ready won't be going away.
- Are we going to continue to use the magic number of 40 for minimum N?
- We will need to have a good justification if we are going to lower the number.
- From a larger districts point of view, we have a greater number of sub-pops bouncing around the number of 40 but smaller districts may be under 50 and not targeted.
- Sub-pops less than 40 are required to use a 3 year average to prevent districts from not educating all students.
- You mentioned 21st Century earlier but didn't refer to pre-school programs… Please submit this question via email so that we can get the correct response for it.
- What's going to happen with SPED?
- Clarify the way AYP goes…we will not be identified as year 1, 2, 3, Targeted, etc…so we will be identified as Priority, Focus, Reward…we won't have to set aside funds for SES, etc…Is there push back on this from vendors and legislators?
- I think most schools work pretty hard to achieve the goals that we've already set – aren't we looking at weakening our standards if we're talking about removing labels and sanctions?
- My question is regarding federal funds and whether they would no longer be withheld if the ACSIP has not been approved?
- Timely manner – what is that? How much time will be required for requesting the waiver and it getting approved? What's the turnaround on it?
- Are we looking at aligning with national efforts and focusing on high school more to ensure students are college and career ready? If so this will be different from where Title I efforts have been focused in the past.

Session ended at 6:06p

Regional Meeting – Southeast Arkansas ESC Monticello, AR
December 1, 2011

1:30 p – 3:30 p
Presenter: John Hoy
Mr. Hoy asked how many in the audience would prefer Option 1 – to reach 100% proficiency in 6 years overall and for each group, growth formatted in increments. Approximately 1/3 of those in attendance raised their hands.
Mr. Hoy asked about option two – 100% proficient by 2020. One person raised a hand.
Mr. Hoy asked about option three – something similar to the first two. No hands were raised

Kenny Pennington [KP]: Will the Option A average be the previous year's average? Will it be the combined population or groups?
JH: On the averages of part A and B, we can do it however we like. We can state it as it is now or by subgroups. Then consider, if one group is 80%, and one it 40%, then how much bigger gains will be required of some students than others. Also, going a step further, these gains do not have to be a statewide average, it can be by school.
KP: As a follow-up, will 40 need to be the number for a subgroup, or is there a chance that number will change, or can we go to a percentage?
JH: It can be set to a different number, however we would like – higher or lower. What would you prefer?
KP: I would prefer a percentage.
JH: The question is, 'would that change positively impact student achievement?
KP: In the current system, a school may have 70% free and reduced. The combined is not in the AYP of others. The thought process would be to balance out so it is equitable for all kids.
JH: After Tuesday's meeting, this is on the table for discussion. Some have difficulty in sizes.
KP: Things are not received well in some places. If special needs students are a minority, and we need to address the achievement of African American and Hispanic students, and special needs are in groups, or one of the sub pops, what are we going to do?
JH: Nothing now about sub pops. They can morph into something, I suspect, but they are not going away because we know that their achievement has been looked at before in terms of aspects of who they were. We've been told that's off the table.

Question: Why consider going from 100% to another number? If you do, then you are not meeting the target of all groups. We need to be flexible from all areas. Why would we say that we will be successful by whatever number we set?
JH: If in the schools, you go away from 100 – it is disappointing, but if you say 100% and you are not, then this addresses tying up funds.
Question: Will we step out and not educate 100%? We are giving a label – not proficient.
JH: We will educate 100% to be college and career ready. We know now that when students go to college, many must be remediated.

Dr. Brown: About the assessments, will we set aside the exit exams and go to a total exam?
JH: The deal on that is we've signed off to go with PARCC. Those will be designed on the CCSS. This is states together, not just one. Every decision on this costs money. If it is a literature or math test, it cost more money. If the teacher evaluation includes every subject, it

costs money. How much do you want to mandate. We are mandating PARCC in term of others – the Algebra and Literacy will stay in place because the others cost money.

Comment: In conversation, some students count in more than one sub pop.
JH: We've thought of it. It would not change as it measures proficiency toward college and career – in terms of kids not AYP. Because we give a label – not a label of AYP. It will not go away – it won't be 'school improvement year 5', but we will continue to identify the poorest 15%

Comment: We need to reward the 75%.
JH: You mean with 'Bronze or Silver'? Should there be remedies associated with these?

Comment: We need to have something positive about our school.
JH: With labels to drive student achievement?

Question: In the 75% group, there should be some notation about growth. In our community, they look for our name – we are usually seen on a bad list, but not on a good list – it's a problem.
JH: Thinking about growth, without a doubt, something we did was so bad on growth – something we do to educate kids. We targeted 'bubble kids'; if you were below the bubble or above the bubble. The gains model says all students grow. Identification labels the school doing really well, but not getting the growth.

Comment: I'm not interested in any label. In the 75%, we progress one year in Math and one in literacy. We must compare different groups with each other. The ground shifts for us.
JH: We need to put something in the middle to drive schools. If we don't some become satisfied.
Comment: That's when school boards need to hold superintendents and principals accountable.
JH: There will be a reward of the top 10.
Dr. Kimbrell: Remind everyone rewards are not dollars, because we don't have any.
JH: What about Title Money? Will it increase? If we receive a yes, it will come from our set-asides. We have already set up 'priority schools'; we have no growth added in. We have to change. The Gains and Status model we must change how the ID focuses the school.
Comment: Does a minimum end apply?
JH: Yes, currently, it does.

Kenny Pennington: Take a look at the top 10%. Some clientele are near the same clientele as others, the numbers are not high. We need more on growth than just test scores.
JH: Absolutely.

Mr. Hoy asked how many thought growth should be included. Over half attendees raised their hands. Only a couple disagreed.

Presenter: Dr. Karen Cushman:
Question: Will we have an electronic copy of this rubric? All I have is a rustic hand copy – I have to write it by hand?
KC: We will look at getting that form on line.
Question: Will just Principals evaluate teachers?

KC: It may be principals, assistant principals or curriculum personnel. It must be an administrator.
Question: Who will evaluate principals?
KC: The superintendent.
Question: Who will evaluate superintendents?
KC: That is the school board.

Kenny Pennington: A pre-test and posttest are usually used to show growth. The tested areas must be part of the pre-tests and posttests.
KC: We know that CCSS will mean math and literacy will be taught by everyone. Everyone will become a reading teacher.

KP: The ACT considers 18 in English, 24 in Science, and 22 in Math; is the bar for college/career aligned with the ACT?
KC: We know that PARCC will be aligned with those standards. We also know that science standards are coming. Some states are using that consideration as opportunities for change.
Dr. Kimbrell: This means as students left high school are they college and career ready? We have several IHE presidents who agree to accept anchor assessments as an indicator of readiness. The cut score will be agreed to by all 24 states. There is a glitch in higher education in some states. The relationship is not as strong as in our states.
KC: I see Dr. Peggy Doss here. We know many IHE's that are ready to start embedding the framework.

Dr. Cushman asked: In Rules and Regs, should we have the same model?
Over ½ attendees agreed.
Dr. Cushman: Should we have flexibility?
5 hands were raised [small number in this large group].

5:00 meeting:
JH: If 100% proficient is not achievable, what is?
Lower.
JH: Lower it to what?
Lower percentage. 75% . 85%. 80%
JH: You are a small group, but you are brave.
100% is just politically correct.
JH: This is a goal that administrators and teachers should target from where students are right now.

Question: Who are we comparing the students to? Grow how much? Are we comparing Arkansas students to Oklahoma students or US students to Japanese students?
JH: In the growth model, it is our students to our students for instance, 3rd grade – if they are not proficient, then here's what you need to reach.

Question: What is the term proficient referring to?

JH: Currently in the state, it is a cut score established by a committee. Also, you should know there are 9 different growth models. No matter what model you talk about, someone will find a fault with it. There isn't a perfect growth model. If a growth model is applied to say, Springdale High School, you can grow even if you are proficient.

Parent Comment: In this situation you may get a parent saying you are not pushing my student – even if they are proficient; and we've talked about bubble kids – now we have bubble schools.

Question: Will this start from schools' scores from last year?
JH: This will start with targets on schools scores from last year.

JH talking about checking the box for flexing 21CC: This may be significant in some schools where athletes are required to have grades.
Comment: That's true at Drew Central. The kids we need to attend are in athletics.

Comment: If this is considered money for a safe haven for latchkey kids, it's more like a Boy's and Girl's Club, but if it's about instruction, it effects teachers.
JH: Some places have not just afternoon classes, but midnight classes.

Comment: It's a good thing to have 21CC and keep it for extended day. Schools must say if kids scored below basic, then they are not going to extracurricular until they go to tutoring. 21CC is not done right. It needs accountability. We take kids to the drop off point and everything – when will the state say you have to do this?

JH: So how many will say check the box?
Two hands are raised
JH: and how many will say don't check it?
One hand is raised.

Comment: Why do we try to teacher every kid calculus in 12th grade? Can we not career track our kids?
JH: Remember Futurists say we need to change because our students need new skills.

Comment: We constantly have to change everything.
JH: The world is pushing to a technologically advanced society. Students are exposed to new skills.
Comment: Yes, but Europe and Japan stunt their students. Finland gives very few exams.
JH: Yes, but the students there are multilingual.

Comment: Parents – where are they. Why are they not responsible?
JH: This is John Hoy, but when we target parents, we get the ones we don't need to come – the ones who we need don't come. We need to teach parenting skills in 10th, 11th, and 12th grade.

Comment: This is not about students in Finland. It is about not having developmentally appropriate practices. About not shoving reading down a 5-year-old's throat. We need more money in pre-school. Parents are required to sign to be responsible in Bastroff [sp?] TX.

Comment: If educators listen or watch what ADE says, we have STEM, STEM, STEM told to us.

Comment: We have college educations that are costing too much money. We've got kids who can't tell where FL or Little Rock is. We need basic skills.
JH: That's what CCSS will bring us to. Lots of teachers say some kids don't care. Good teachers are those who care. I don't know if you can legislate attitude.

Comment: Can't we use some of this money for smaller classes?
JH: Research doesn't support this working above a certain level.
Comment: We must teach social skills in early grades.

Presenter: Dr. Karen Cushman
Question: Can one teacher provide PD for another teacher?
KC: The district must approve professional development hours, but ADE approved college hours.
Dr. Kimbrell: For hours to count as professional development, it must be in the school planning document and documentation must be collected.

Many questions were asked about CCSS, Dr. Kimbrell answered by telling we will experience crossover on standards, and shared the analogy of the difference in our framework and CCSS as being the difference in simple skill demonstration and then using the skills in an actual ball game. Continuing to share, Dr. Kimbrell said it's not just about memorizing content, but doing what matters – not just writing, but writing about what matters.

Question: Will the CCSS be tested?
KC: The PARCC assessments will be aligned.

Dr. Kimbrell, to address more questions of 'why the CCSS', said others are out-performing us – our kids must compete. An example was given that we may have 16 content standards in Kindergarten math now, but with CCSS we may have 4.

Question: Is CCSS going to do away with NCLB?
Dr. Kimbrell: NCLB is an accountability system. CCSS flows into it.

Question: Students have better success when they have taken pre-AP and AP physics – there is an entire letter grade gain.
Dr. Kimbrell: They are better positioned to learn.

Parent Comment: So the act's in place and you meet it. Now what?
KC: We will get the rules and regs in place this year.

Parent Comment: About the assessment portion for teachers – states have stuck their necks out for RTTT, and now teachers don't want to work with student teachers.
KC: It's a problem now.

Parent: Arkansas didn't get RTTT, do we know how to circumvent that problem?
KC: That's a good question – a very good question.

Parent: We had pilot schools for the teacher evaluation – what will they add to this process?
KC: We have had some schools choose to use the system, but this isn't the pilot for our implementation. We will be learning from those who have chosen early implementation. What we learn may require changes in our rules.

Parent: Will Pathwise be part of this system?
Dr. Kimbrell: It will definitely be part of it.

Question: Will we be doing away with LEA's?
Dr. Kimbrell: No

Attendees asked if private and charter schools will be required to take these tests. The explanation was given that charter schools are public schools, but we don't regulate private schools.

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Jonesboro High School and ASU
December 5, 2011

11:00 – JHS

Hoy – JHS is in year 6, Does that mean it's not a good school?
Students – No, I think we don't even out; we have a lot of top tier students and a lot of bottom tier students.
Hoy – Provided an explanation of NCLB and School Improvement labels.
Students – Don't the requirements go up each year?
Hoy – Until 2014. Is that reasonable? Achievable?
Students – No
Hoy – Introduction of ESEA Waiver. (References were made about accomplishments of the tumbling team, basketball and football teams to make a correlation of the importance given to being the best.) If 100% is not achievable, what is? How many graduates are expected this year? Who should we not educate?
Students – This class has 360. Why are we trying to educate students that don't want to be educated?
Hoy – Good question (example given). What happens to the ones we don't educate when they graduate?
Students – I understand if we don't educate them the crime rate will go up; I'm not saying don't educate them but I think they should be separated from the ones who want to learn. The teacher's focus is divided and that keeps me from learning.
Hoy – After we separate them, do we still educate them?
Students – Vocational schools provides job skills.

Hoy – Explanation of changing job market and marketable skills was introduced.
Students – But if you don't have a chance to go to college…if you keep pushing education, the middle class is going away. Let's say everybody gets a degree, the degree doesn't mean anything.
Hoy – Examples of job security provided – pursue hard to fill education majors. (Introduction of College and Career Ready and the Waiver Flexibility.) Option A – 8; Option B – 1
Students – Does that mean every school would be different – ex. JHS only has 60% proficient, does that mean they only have to move to 80%?
Hoy – We can find out where we are in the state or by each school level – example of Hughes and Jonesboro.
Students – Not so much – that would seem biased against schools that are struggling. Isn't that what NCLB is saying, everybody needs to catch up?
Hoy – Does a student in a low performing district deserve to have to make lower targets? (Questioned students regarding subgroups)
Students – Statistically it makes sense I guess. Are we just trying to make it achievable?
Hoy – That's what we're trying to find out.
Students – In a challenging class you may not do well but you learn more. There's no way to create numbers. In order to achieve you're going to just teach the tested skills but not educate us.
Hoy – Do you tie everything to a test? A lot of occupations are tied to a test.
Students – So essentially y'all are training us to take test and not educating us?
Hoy – Should we set different targets for every school? – 14 votes or Set an average for the state? 0 votes
Students – Do you care to tell us in a nutshell what's going on here? (from a student who entered the discussion late)
Hoy – Summarized what had been occurring in the discussion
Students – Can't you change the increase rate if you're at 90%
Hoy – That may be possible in Option C. Should we have a different target for each subgroup?
Students – I don't think we should for race but is it possible to set different ones for students with disabilities?
Hoy – One target for every subgroup – 6 votes; Different targets for each subgroup – 7 votes (Introduction of Growth) Do we take into consideration those who are high performing and not moving but others are low performing but making great gains and still not meeting proficiency? 100% voted yes
Students – As long as its proportional
Hoy – No one has agreed on a growth calculation.
Students – Is there one way to educate?
Hoy – No…

1:30-3:30

Meeting began at 1;35 with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A –22; Option B – 0; Option C – 15.

- Majority agrees we should use growth in calculating low performing schools to identify the bottom 5%. After providing the example of possibly having schools not currently in improvement being identified in the bottom 5%, only 2 hands were raised.
- Does it make sense to have the same calculation for the bottom 5% and top 10%? An insignificant number agreed
- Why do we have two different calculation methods?
- Act 35
- The present system have schools in improvement but have combined scores that are higher than some not in improvement. Unfortunately when you have more numbers that make the subgroups count you will probably always be in some form of improvement.
- You have to have a calculation that measures the same group of students to get an accurate picture.
- What do we do with the 75% in the middle? Should we differentiate? 7 voted yes; should we leave them alone? 6 voted yes. Should we ask for flexibility with 21 CCLC funds? An insignificant number provided input but more leaned toward the flexibility.
- Is there a program in place that has a very, very aggressive parental involvement plan?
- Principle 2 – what's being considered for SPED and differentiating targets?
- Has there been any discussion about students in being counted in multiple subgroups?
- What about changing the minimum "N"? How will that impact student achievement?

Session ended at 2:36

- Is there a possibility of looking at the minimum N as a percentage rather than a number?
- What about identifying the lowest quartile by scores and using growth to determine the bottom performers and/or flip it for the top quartile?

5:00-7:00 Questions and Comments (Mr. Hoy's remarks in red)

Meeting began with introduction and overview. During the overview, the question was posed to the group regarding their option preference. Option A –14; Option B – 2; Option C – 10.

- If 100% is not achievable, why are we keeping it in there?
- On the current AYP calculations, would option A be based on those?
- Both option A & B will be based on where we are now.
- So 100% will be based on Common Core?
- I don't think so because once Common Core is fully implemented, we will have to reset targets.
- But if we reset it, it will be based on all the states since it's a common assessment. Is that right or will it be for Arkansas only?
- If we do reset, do we have six years from the reset or if we're two years into the original six, do we only have four years?

- Flexibility is only good until ESEA is reauthorized.
- Regardless of which option is chosen, the labels and levels will be off the table, right?
- Introduction of Principal 2 – Should we try to come up with a common calculation for the bottom 5% and top 10%? Should we use growth in the calculation? 14 votes in favor; 1 voted no
- Are you going to check to see if the top performing schools have more resources than the low income schools at the bottom?
- Isn't it more challenging to move from 90-100 than it is to move from the floor to 30?
- Explanation of growth under HIVE – What do we do with the schools in the middle? The 75%? Leave them alone? Differentiate? Should we ask for flexibility on 21 CCLC? The vote was about 50/50. Should we set different AMOs? There was no real response.
- We need to know how you're going to calculate the AMOs.
- The one thing that's not taken into account with the calculation is the lack of high quality teachers.
- A lot of districts have ALPs, could the State not set a uniform time frame for posting job openings?
- Are you referring to State control as opposed to local control?

Session ended at 6:04

ESEA Flexibility NCLB Waiver Discussion
Regional Meeting – Maumelle High School
December 6, 2011

Meeting opened at 1:32 with remarks by Student Council President. Mr. Hoy followed with thank you, introduction of key ADE personnel, and introduction/overview of the session. Option A – approx. 26
Option B – 0 Option C – approx. 22 It is noted that there were a minimum of 100 in attendance.

- Let's say you're at 90% at the end of those six years, what happens then?
- Don't know if there will be six more years or what will happen. Duncan said, what the people request in their waivers may help drive what the reauthorization looks like.
- On the first option, what population are you trying to cut in half, i.e., low SES or students with disabilities
- It may not be as complicated as it initially sounds; the possibility does exist that it may get all the way down to individual school levels.
- Are we actually going to set a different set of goals for every sub-pop?
- The possibility exist
- When I look at the options, I'm curious about the interventions or strategies that would assist in the options that we're being asked to provide input.
- How would the combined population be figured if all the subpopulations have different targets?

- What I'd like to get together in the month of December and put something out for everyone to review and provide input on.
- Clarifying what option A is…hypothetically my SPED pop has to possibly improve at double the rate as the combined population.
- That is a possibility. We have already said as a State that we are going to adopt CCR…that means ALL students.
- We're supposed to be teaching from CC and our assessments are on the Frameworks so what accountability are we going to putting into place to assist…
- I'm assuming when the State makes a decision they will go with option A…will that be based on last year?
- When we look at calculating AMOs, should we keep doing what we're doing? Or change it and include growth in the calculations? Keep – 0; Change – approx. 20; majority did not vote
- What do we do with the 75% in the middle?
- Something must be considered when students with severe disabilities cannot take the grade level test that will allow them to take a different type of accountability assessment.
- In reference to the 21 CCLC grant – schools and communities work in partnership- what is envisioned if the flexibility is granted? We need to look at an operational definition of extended learning time. Laveta Wills-Hale with the Arkansas Out of School Network

Session ended at 2:42

Additional questions:

- The waiver process…several states are not going to complete the request…the Department has limited resources and limited capacity. Is it best for kids to complete the waiver when we're beginning Common Core and kids are still being assessed on the benchmark. Has the State definitely decided to apply for this flexibility?
- Yes. Dr. Kimbrell explained the State had already exhausted other efforts to freeze AMOs so in order to make changes to our Accountability Workbook and targets, this flexibility was needed.
- I'm really disappointed…the waiver process is a false premise…we're acting like Common Core doesn't exist…that seems to be directional disfunctionality. I highly applaud the Department…
- Getting back to limited resources and capacity, where does our focus need to be?
- (Kimbrell) There are four principles and we've already begun three of them. It's the accountability principle that we would be using our resources.

5:00 – 7:00

- Are there any states that are not applying for waivers?
- Yes
- Has any state reached 100%?
- No, not to my knowledge

- When we're looking at IDEA and IEPs have they looked at growth?
- We get to set the targets by sub groups and you could set the target for the sub group based on the average…we could have different AMOs not for just the state but for every school in the state and possibly every sub group…
- It seems like the end result is what NCLB wants. So why don't we test children at their reading levels because children are being forced to take test above their reading levels and will never be able to make proficient.
- We're switching to Common Core, using PARCC assessments and using on-line assessments…will the students be tested for proficiency on benchmark assessment or what?
- Is there a plan for the transition of those scores when we switch the assessments?
- We would be able to reset the proficiency levels on the new assessment when it counts.
- As a SPED teacher, anytime there's 100% proficient by whatever the date is, that's not logical for the diverse population and then on top of that to put a blanket 1% allowable on the population is unrealistic. A lot of that will depend on the percentage of students. If SPED is expected to reach that 100%, in elementary we are not given the same resources
- Option A - 6 ; Option B – 0; Option C – 5 (17 were present in this session)
  Should we include growth in our calculation? 9 voted yes; should we keep what we got? No votes; Do you have something else in mind? No votes

Session ended at 6:08

Comments Submitted to the Email Address
ade.nclbwaivers@arkansas.gov .

Mon 12/12/2011 7:39 PM
Suggestions:

There must be consistent methods for teacher evaluation statewide. Consistent evaluation methods would bring about a "Distinguished" teacher rating in one district being equivalent in another district. The methods should address the potential of a teacher in one district being evaluated "Below Basic" and then if the same teacher moves to another district is evaluated as "Distinguished".

The linking of student growth & achievement toward AYP goals with a teachers evaluation is important. But there must be recognition that a student's achievement must be compared with expectations for a student's aptitude and capability. I'm not sure how to describe the terms used by districts regarding those groups to represent aptitude and capability - Gifted/Talented, Advanced Placement, Honors, Regular, Alternative Learning, Resource, etc. Could you recommend the groups that would be appropriate? There is probably some statistical means for establishing expected student achievement levels for each of those groups. Is GPA the best measure? The four assessments as part of the CCSS? A teacher's evaluation would be measured at the levels for that group. There could be "Distinguished" teachers in each student group and not only in the highest achievement group (4.0+GPA's). Do teachers have a choice in which student group they teach or is that decided by admin or by whatever teacher openings are available?

The linking of an objective "parent/guardian" support factor with teacher evaluations seems to address another fairness issue. Not in a way to make the teacher accountable to gain that support, but rather a way to offset the effects of a lack of support on a student's achievement or to enhance the effects when there is full support. In other words, there is an evaluation on a teacher's measure of effectiveness which may be limited (or unlimited) by a student's study habits and discipline which are influenced by parents or guardians. It's not fair for a great teacher to be penalized by an uninterested student or a great student to be penalized by an uncommitted teacher.

Thanks,

Mon 12/12/2011 8:44 AM
Dear Sir or Madame:

I am very concerned about some of the factors you are considering for the evaluation of teachers. My highest concern is using student test scores in any form in the evaluation of a teacher's performance. There are several reasons using student scores are neither practical nor ethical: 1) Lack of student accountability for the test 2) Factors outside our control that affect the test (i.e. home life of student, student's mental and physical needs not being meet outside of school, student I.Q. and learning disabilities) 3) The regional economic status the school in which you teach is in 4) Students absenteeism 5)the lack of importance American society puts on education.

We have absolutely **no control** over what a student writes down on those tests. In my 13 years of teaching, I have seen it time and time again where students finish a thirty minute test in five minutes by making pretty little designs with answers on the bubble sheets. What consequence do these students have for this behavior? Absolutely nothing! If they fail the test they continue on to the next grade level; their grade is not affected for the year; they do not get penalized in any shape or form. What consequence do teachers have with this new evaluation? A long list of extra paper work they must fill out; a formal record that they are " bad teachers"; more restrictive teaching environment for them; especially when it gets to be dog-eat-dog in who gets the "advanced" students and who gets "below basic" students. Student scores should not be used to evaluate a teacher's performance until students are also held accountable for the test.

There are so many factors to consider in the education of a student that are not in the teacher's control that affect the scores it is impossible to name them all. Public school teachers have seen so many dysfunctional families that when a functional family comes along we marvel at the sight. We have children that haven't slept because Mom and Dad are dealing drugs all night long. We have children that hoard food from the cafeteria because they know it will be the only thing they eat that weekend and those are the lucky ones. Yet we expect these children to perform at the same level as the child that has clean clothes, food on the table, and parents that make sure they come to school each day. We also expect students that have IEP's to perform the same as students that do not have IEP's. One of the biggest disadvantages we do our students is to not use their modifications on the state test. Say, for example, one of their modifications is to have a shortened test or lessen the number of choices on the test. These modifications are ones that are used throughout the school year but when we get to the state test they are not given these modifications and are still expected to perform like the other students. A teacher could have her license taken away if she/he DID follow the modifications on a state test! My question is how can a teacher be held accountable for this student's test score? Yet that is what you are about to consider.

The economic status of the school district in which a teacher teaches could also affect scores. If this were not true, then why do we have a subpopulation for it on the state test

results? We all know that lower social economic areas have always performed lower than areas that are have a higher social economic status. What will happen if we were to attach scores to teacher evaluations in lower performing schools? No one will want to teach at those schools. We already have difficulty in getting quality teachers to teach in rural areas or schools that are on year three, four, and even year six school improvement. Add the additional discouragement of possibly having a black mark on your permanent record and you will see a mass exodus from struggling districts. Oh, you may find someone desperate enough to teach at those schools; but it is not going to help you reach your goal of bettering the education of American students.

Another aspect that plays a role in scores is student absenteeism. While this may not be an issue in all school districts, it is in others. Again teachers have no control on whether a student comes to class or not. If parents do not make their children come to school, how can I teach that child? Even offering tutoring before and after school cannot catch up a student that has missed ten to twelve days of school in just one semester.

I believe teachers should be evaluated on **their** performance and not the performance of another human being. There are too many factors that influence student testing to make it a viable component for evaluation. This methodology has not worked in the past and will not give you the results you seek now. If you want to truly change education of American children, we might want to reevaluate the system as a whole which is still using the same antiquated methodology from its conception over 200 years ago.

Tue 12/6/2011 2:38 PM
Dr. Kimbrell asked that suggestions about the state's accountability waiver be processed through this e-mail address.

The waiver process should acknowledge high preforming schools while engaging low performing schools by offering help and hope. Using an accountability system that uses a standard error of measure to keep status of "meeting standards" could be calculated each year…criterion referenced tests cannot remain static every year as hard as committees and testing companies try to do so. Subgroup growth could also be calculated with this same standard error of measure system. The size of the school or subgroup may have to be weighted when calculating this standard error of measure.
Also, using an individual student achievement score growth plan that uses a standard error of measure and two years to show growth could give Districts time to recognize individual needs and address an RTI process to improve student scores.

Thank-you and Dr. Kimbrell for informing us and giving us the opportunity to provide input.

Wed 11/30/2011 4:13 PM
For Accountability
Use Safe Harbor for combined and subgroups in the Focus and Priority groups. This forces schools to move 10% of the deficient to proficient in a year. It is more reasonable for a school with 30% proficient to move 7% from deficient to proficient making their total necessary 37%.

The state could take care of awarding the top 10%, and districts could take charge of ensuring that their middle 75% were not slipping.

As to Teacher Evaluation – I have grave doubts about building student achievement into the process. Value-added from state mandated exams is only available for grades 4-8. EOCs are not vertically linked to Augmented Benchmarks even though that connection was recently built into the Improvement Gains Index.
You could use NWEA MAP testing to measure growth over the year. It is a formative assessment taken online three times a year. Lots of districts in Arkansas use this anyway, and it is available K-12 in math and literacy, science in middle – 10th, and math EOCs.

Thanks for your hard work on this,

Wed 11/30/2011 11:19 AM

1. NO SPECIAL EDUCATION STUDENT BENCHMARK SCORES ADDED/INCLUDED IN A SCHOOL'S COMBINED POPULATION
2. SPECIAL EDUCATION STUDENTS NOT INCLUDED WHEN FIGURING SCHOOL PERCENTAGES FOR PROFICIENT (AND/OR ADVANCED)

ESEA Flexibility Waiver request Survey Summary

On December 12, 2011 the Arkansas Department of Education (ADE) posted a commissioner's memo on the ADE website requesting that the citizens of Arkansas respond to a survey on the state's request for flexibility from certain aspects of federal ESEA mandates. Respondents were asked to complete the survey on or before December 19, 2011.
214 responses were received and reviewed by ADE personnel. The 214 respondents included 4 parents, 4 educational or university professionals, 76 school administrators, 119 teachers and 11 respondents that considered themselves to be in the category of other. Responses were received from 48 of the 75 counties in the state.

Principle 1

Many of the survey respondents shared concerns that too much emphasis has been placed on college readiness and not career readiness. In an effort to improve the career readiness aspect of this principle many suggested a greater focus on apprenticeships, internships, and more vocational classes. Others wanted a definition for the concept of college and career readiness and emphasized that the readiness should not just be academic but should help students prepare for the social/emotional aspects of college and the rigor expected of young adults in college or a career. Multiple pathways to student success were embedded throughout the responses. In several responses separating students into college or career tracks based on abilities or aptitude was suggested. Several respondents echoed the feeling that "Not all students are college material", while others agreed with the idea of preparing all students to have the opportunity to pursue college if they chose to do so. Many of the respondents felt that Arkansas was well on the way to implementing college and career standards with the adoption of the Common Core Curriculum while others stated the difficulties of implementing the standards. Limited resources and being tested on the Frameworks (Arkansas' current curriculum) while being required to teach the Common Core Standards were cited as concerns.

Principle 2

One of every five responses to this principle contained the word growth. Almost all responses involving the word growth felt that it should be incorporated in any new accountability system because it seemed to be a more fair way of assessing achievement. There were a few respondents that were concerned that higher performing schools would be penalized by growth because they perceived that it would be more difficult to make growth if all students are already performing at high levels. Most respondents seemed to agree that a new accountability system should be adaptable to different subgroups and different schools but at least one respondent was concerned that expectations for some students could be different from the expectations of other students. There seemed to be the desire to move from the mentality of an accountability system that identifies schools and punishes them to a system that identifies concerns, and offers interventions and support to help address the concerns. A few respondents suggested that we recognize ***reward schools***, help ***priority*** and ***focus schools*** and leave the others alone, while at least one respondent expressed the desire to maintain high expectations for all.

Principle 3

Most of the survey respondents seem to agree that a new teacher evaluation system is needed. Many respondents also seem to agree that the current system being rolled out is good but several express a concern that the system being proposed has the potential to be a paperwork nightmare (especially for principals in small schools without an assistant principal). Another concern raised had to do with the capacity of school leaders to implement the system well *(do leaders have the prerequisite skills? are the descriptors vague or arbitrary? how do you properly account for teachers in non-tested areas?).* Most seem to agree that leadership at the school, district and state level is the key.

Principle 4

Everyone agreed that this principle should be implemented. Several cited that most of the reports needed could be pulled from the APSCN database or School improvement plans. The major areas cited as concerns were ACSIP plans (for redundancy), multiple standards review bodies (ADE ACSIP, ADE Standards, USDOE, NCA-CASI), and detailed lesson plans including looking up curriculum numbers. It was suggested that Arkansas consider consolidating federal funds and aligning federal and state accountability laws.

21 Century Community Learning Centers

The feeling on this option was mixed with some for it and others against it, but most of the respondents were not familiar enough with the concept to offer an opinion.

Other General Comments

Accountability is critical, but focusing on a test to determine whether you have a successful school is disheartening. Any relief from our current path will be greatly appreciated!

All schools should be held accountable for keeping the standards/expectations high for ALL students, but recognized growth may be different with different children or populations of children.

Arkansas teachers are good, kind and educated people. We do not work for the pay, we care about our students and our schools. I wish I felt more appreciated, but sometimes, I feel persecuted. I know there are bad apples in every bunch, but instead of punishing all of us, take care of them. There should be measures that administrators can take to weed out these teachers who think it is an easy job and they are just here for the check. Instead we all suffer from blanket punishment.

As an exchange student pointed out to me, America could get more students to focus on academics by raising the driving age to 18. Once young people start driving, at age 16 in Arkansas, or even at 14 in hardship cases, they get distracted from their studies by jobs-for-pay which they need their own cars to get to, they say. That argument becomes circular when they say that they need their jobs to pay for their car insurance, for gas, or for car payments. We have college students dropping out of college in order to make the payments on brand-new cars. Changing the minimum driving age for licensed drivers would be politically very difficult, since

so much of our society depends on cheap labor to staff fast food establishments and retail stores, and the sale of cars, gasoline, insurance and such to keep young drivers on the road.

As someone who worked for 8 years with SES programs, I am mainly concerned about the futility of continuing to throw extreme sums of money at private tutoring programs which neither have innovative instructional practices nor could not care less about running their programs with any consistency or organization. It has been a money-eating disaster and so much the opposite of what might have been intended to help students. When you can't get the owners to even furnish enough materials or follow their own application promises it is obvious many are in it only to get money. I agree with the intent of NCLB, but since these companies hire our teachers to carry out their lame programs, I would suggest that the money reserved for SES be used for our own teachers to carry out extra tutoring and eliminate paying outside vendors who have proven not to be interested in our students' learning. Our teachers are many times having to devise their own lessons anyway due to lack of real programs furnished - and because they are the ones who really care about the students' progress. Many problems would be eliminated, such as logistics, management, and paying for profits instead of actual instruction. I cannot stress enough what a waste this is...

Be thoughtful as you work on this waiver request, especially in the areas of (a) communication to school employees and the public and (b) smoothness of transitional implementation.

Career Academies is a wonderful idea and needs to be expanded so that more students are exposed to the world of work. Not all students go to college and those that do - once they graduate; college isn't terminal. We need them to go to work.

Children are not "products" that we run through some type of manufacturing process. No teaching can force them to all be alike - THANK HEAVENS!

Continue flexibility with State REAP funds. Districts need flexibility to purchase services and instructional equipment and materials directed toward improvement of student achievement.

Continued assessment using an old system while a new system is being implemented is unfair to students, parents, teachers and administrators.

Does applying for a waiver admit that our state run schools will not be able to meet the goals of NCLB? Could the major obstacles be systemic? Our SEA should adopt the business model to improve its educational services throughout the state. We are using marketing principles to attract students, why not use business competition to improve our product---education! Encourage full school choice. The state should transition from Public school choice to Parental school choice where a school is chosen by the parent based on that child's needs public, private, or homeschool. The per-pupil allocation should follow the child. We will see a better product (closing of the gap) for our state just like Florida has experienced when they implemented full school choice!

Education decisions need to be handed back to the states in order to educate students. Every child is not going to attend college so we need to create some programs that will help prepare students for jobs.

Everything needs to be consistent and fair.

FOR FAIRNESS ON AYP'S-REMOVE THE SPECIAL EDUCATION STUDENTS FROM AYP EXPECTATIONS. DO NOT INCLUDE THEM IN THE COMBINED POP AND DO NOT INCLUDE THE IEP SUBPOP IN THE AYP EXPECTATIONS. THANKS

For years we have talked about meeting the needs of the individual children and then we turn around and expect every child to learn the same curriculum, on the same timeline, and that just isn't going to happen. I do believe that each child can learn, but often it will be a different pace and maybe a different method.

Funding will always be a problem in improving teaching and learning. This is most true with the sub populations in NCLB. Growth and maturation are individual considerations not two points in time.

God bless us, every one. -Charles Dickens, A Christmas Carol

I am concerned that Arkansas adopted the Common Core Standards without giving them a trial run first. The standards are definitely needed and I am in favor of a nationwide curriculum for all states, however, the common core standards are vague and new teachers and some seasoned teachers will not interpret them in the same way.

I appreciate the geographic locations of the hearings!

I believe it is absolutely ridiculous that teachers have to pass one the most difficult tests by way of Praxis II for Mid-Level Content in order to teach. A test should not determine whether one is a good teacher or not.

I believe that we MUST be granted a waiver in order to prepare our teachers and students to adopt CCSS fully. Right now we are beating our head against the wall trying to catch two cows. On one hand we are being told to begin and continue the conversations regarding CCSS and the other hand being told meet AYP. We must be granted a waiver to fully begin the process of implementing CCSS.

I do not think that we need to eliminate Supplemental Educational Services...these need to be explained to the parents completely....and school districts should not be allowed to be SES providers...

I have noted more children being left behind due to no child left behind because they fall short of the very stringent requirements for additional help necessary for success due to the tying of funding to scores.

I like the new CCSS strategic plan put together by the Curriculum Office at the ADE. What you are doing makes sense!

I love teaching! I love my kids! I spend too much time doing things that don't really help my students and those things take time away from my students!

I think the state is on the right track but some things could just get better especially having to duplicate things.

I think we need to consider what is being asked of our special education students. Somehow, these students need credit for showing growth.

I would love the opportunity to lead my students in a direction that would prepare them for the future. Students have almost no social skills and could benefit from having these things taught to

them for their future. I know that they probably won't have to use a lot of them when they enter the work force but they are still important for people to succeed in the career market later in life.

Inquiry based learning should be up front in all these neat little packages. And give the teachers some freedom to make some spur of the moment decisions to support an authentic, active and real world movement that occurs spontaneously in the classroom.

It is a shame that a segment of the Little Rock business community is focused on tearing down the school district for their political agenda. Businesses are not going to relocate - or stay - in a community that does not support their public school system.

It is my opinion that this survey is a requirement only. Nothing stated will be considered or acted upon; another exercise in futility. As an educator, I am willing to put everything on the line and say what needs to be said even though not expecting that anything will change at higher levels of governance.

Make up your minds what you want for outcomes, make them short and to the point, and get out of the way. And stop the multiple, multiple levels of testing with a year for feedback, no teeth, no holding little Johnny back because he refuses to learn, etc. Hold THEM accountable.

Most of our students in the state of Arkansas really want to learn. They try hard, they study hard, and generally try to do their best on every task assigned to them. I think that, if there is one factor that bends the learning curve, sports are too heavily emphasized by schools. We should spend more time teaching Math and Reading skills and less time "bench-pressing 100 lbs. when you're 13 years old.

NCLB is of the devil!! Put an end to it!! Teachers are not testers!!

NCLB was a great idea, but not realistic. If students show growth from year to year and teachers, administrators, and school districts are held accountable for growth by their students, this should be sufficient in a waiver response.

Not all students need to be together at the secondary level; some students will be left behind while you are catching up the students who are lower achievers. The higher achievers will be left behind.

Please do not stop holding schools accountable for making progress with all students.

Please remember that high schools are at the end of the ladder of the K-12 educational system. When an accountability system is put in place please remember that when a district has a educational system in place in will take high schools a little longer to see significant growth. High school scores are affected by the number of years an elementary and middle school students reaching the high school that have been in a system of student achievement. 7th and 8th graders now will not be fully embedded into an educational system as well as when the students have been embedded with common core for at least 4 to 5 years.

Please submit a request to waive SES. In general, these services have not resulted in improved student learning and the funds could be used for other actions such as reducing class size, technology hardware and software to integrated authentic experiences into the classroom, etc.

Question....Would School Improvement labels be removed from districts who now have them? If they are not removed, can you still work your way off of school improvement status?

Schools should not be placed on School Improvement for AYP since Common Core Standards are being implemented and the methods of standardized testing are changing.

Some aspects of NCLB were reasonable. As anything done by the Fed. Govt. it was over burdened and very little based on the reality of Education

STUDENTS FIRST!!!

Taking the Praxis III test away from non-traditional teachers is the most unintelligent decision ever made by the powers that be. I could understand not making someone take it if they went through a traditional path. These are people that might have the content knowledge but absolutely no methodology background. I know some really intelligent people but that does not mean they would be a great teacher. I understand we have a shortage of qualified teachers but that does not mean we need to include just any person in the profession. I have an extensive background in first aid and medical terminology but that does not mean I should be granted a license for nursing or any other medical field.

The ADE should be more transparent with testing and scoring of tests. Tinkering with the equating tables and not providing the information to the public is suspicious... Tinkering with the tables can cause increases and/or decreases in achievement across the state when several years are studied.

The entire educational system of this country is spiraling downward and needs a complete overhaul. Thank you for this opportunity to vent.

There needs to be some accountability on the parents and students to be responsible for the learning as well.

These continuing strands of legislation are beginning to make seasoned and highly evaluated educators begin to think more than just twice about leaving the profession. Please, just let us good ones teach. AND, quit adding tests! My teaching year now has to end in March to allow for testing - absurd. As a parent too, it is hard for me to continue to support Arkansas' public school system.

This waiver is long overdue, as we all know. Certainly not the ADE's fault, but rather DOE dragging its feet to reauthorize NCLB. The attitude of, "This (NCLB) too will change. It's too unreasonable / unbelievable to not do so" has greatly hindered progress in our public schools. So far it HASN'T changed and 2013-14 is upon us. Good luck with the waiver process!

This will burn out teachers and cause a strain between teachers. They will keep their ideas to themselves and not want to help each other.

Too often, Professional developments are redundant, unuseful, or not applicable to the courses we teach.

Use "real" teachers on these panel discussions. If you've not been in the classroom in the last 5-10 years, you're really out of the "loop" on what's going on.

Use a phase in process using current Benchmark testing until new PARCC assessments are fully operational. For example, use current reading passage types (3) as found in the Benchmark and continue with the open response items for each reading passage. Raise the level of text complexity annually....and notify districts/schools what the lexile level will be for the three reading passages at each grade level in August of 2012 that will be found on the 2013

Benchmark exams. For the 2014 Benchmark exam, increase the lexile level again for the reading passages found on the state required test and have students respond to each with an open response as we do now. Revise the writing exam (discontinue the decontextualized prompt as it is now) and have students respond to one of the three reading passages (with the changes in text complexity from above and maybe the student can choose which reading passage for the 2013 Benchmark that he wants to respond to in a more comprehensive performance assessment/task type). . Make the full writing response to the reading selection more like a true performance task. All of these changes are moving us toward PARCC-like assessments as we are learning about them....while preserving some of the elements in the current Benchmark exams. Benchmark math exams could be revised in similar ways.

Wavier needed, but not necessarily with testing data linked to teachers only

We should take the tying of test scores and take a hard look at how this is going to be uniformly tied to teacher's evaluations. It should be the same for all schools and uniform principles used.

We want to be an excellent school and our teachers work hard. It is time we cut back on constant reports on every little thing and allowed to really work on improving our schools. It is also time to use reasonable assessments on school improvements.

When are parents going to be held more accountable for their child's actions and attitudes?

With the implementation of the CCSS, we are now ready to move forward. We need help with the professional development for teachers and administrators. Also, I am appreciative of the opportunity of getting a waiver to help schools. Please don't allow the waiver to have too many strings attached.

Would really like for all schools to be compared alike, not based on what type of students they have. Would like for accountability to be in one area and not all areas the child fits in. Sometimes a school gets hit for all sub pops on one student.

ESEA Flexibility Meeting Attendance Summary

	students	parent	paraprofessional & misc school employees	teachers	school administrator	retired school administrator	ADE, Education Prof, & Universities	civil rights organizations	org repr students w/ disabilities & English learners	Indian tribes	business organizations	
Committee of Practitioners on 10/14/11					16		9					25
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11							5					5
NCLB Wiver (ESEA Flexibility) Work Group 11/8/11							13					13
ESEA Flexibility Stakeholders Meeting on 11/18/11 at 11:00 a.m.		1					11	1			1	14
Alma ESEA Flexibility meeting on 11/21/11 at 1:30 p.m.			2	24	52	1	8		1			88
Alma ESEA Flexibility meeting on 11/21/11 at 5:00 p.m.		4	2	20	14		5					45
ADE Work Group on 11/22/11 at 3:00 p.m.							7					7
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 11:15 a.m.	22			1	1							24
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 1:30 p.m.				2	59							61
Arkadelphia ESEA Flexibility meeting on 11/29/11 at 5:00 p.m.		1		7	14							22
Monticello ESEA Flexibility meeting on 12/01/11 at 10:00 a.m.	62			1								63
Monticello ESEA Flexibility meeting on 12/01/11 at 1:30 p.m.		6		8	47		9					70
Monticello ESEA Flexibility meeting on 12/01/11 at 5:00 p.m.				8	2							10
Jonesboro ESEA Flexibility meeting on 12/05/11 at 11:00 a.m.	14											14
Jonesboro ESEA Flexibility meeting on 12/05/11 at 1:30 p.m.				2	15		12					29
Jonesboro ESEA Flexibility meeting on 12/05/11 at 5:00 p.m.		4		14	24		6					48
Maumelle ESEA Flexibility meeting on 12/06/11 at 1:30 p.m.		3		5	61		31					100
Maumelle ESEA Flexibility meeting on 12/06/11 at 5:00 p.m.		2		14	6		4					26
ADE ESEA Flexibility meeting 12/13/11 at 11:00 a.m.							11					11
ADE ESEA Flexibility meeting 12/13/11 at 3:00 p.m.							7					7
DeQueen Mena Cooperative 12/15/11					11							11
TOTAL IN ATTENDANCE	98	21	4	106	322	1	138	1	1	0	1	693

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules** **October 14, 2011**

	Name	Title/Location	Mailing Address	Signature
1	Annette Hays	FACS Teacher & FCCLA Advisor Location: Acorn Campus		
2	Betty Brewer	Administrative Asst. to Superintendent Location: Dumas	209 So. Elm Dumas, AR 71639	Betty Brewer
3 √	Bobby Lester	Director of Federal Programs Location: ADE		Bobby Lester
4	Carl Barger	Location: Conway School Dist.		
5 √	Chandra Martin	Public School Program Advisor Location: ADE	4 Capitol Mall - #2b LR, 72201	
6 √	Cindy Hogue	Federal Program Advisor Location: Division of Learning Services/ADE		Cindy Hogue
7	Dana Davis	Public School Program Advisor Location: ADE		Dana Davis
8	Doug Upshaw	Principal Location: Hot Springs School Dist.	124 Brookdell Place Hot Springs, AR 71913	Doug Upshaw
9	Dr. David Westmoreland	Director of Student Services Location: Conway School Dist.	2220 Prince St. Conway, AR 72034	David Westmoreland
10	Elbert Harvey	School Improvement Coordinator Location: ADE		
11	James Gregory	Federal Grant Coordinator Location: Lincoln School Dist.	17133 West Munyon	James Gregory Rd - Cancheil, AR 72317
12	Janet Walker	Federal Programs Coordinator Location: Lafayette Co. School Dist.	1031 Black St Stamps AR 71860	Janet Walker
13	Jenny Barber	Supervisor of Federal Programs Location:	PO Box 428 Russellville AR 72811	J Barber
14	John Hoy	Assistant Commissioner of Academic Accountability Location: ADE		
15	Jon Collins	Principal Location: West Memphis School District	237 Cypress Road Proctor, AR 72376	

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules**

October 14, 2011

	Name	Title/Location	Mailing Address	Signature
16	Kathy House	Principal-Private Schools Location: Christ the King	4002 N Rodney Parham Little Rock, AR 72212	Kathy House
17	Leon Adams	~~Coordinator Title~~ Director Location: Little Rock School Dist.	Leon.adams.jr	Leon Adams
18	Lori Mitchell	ESC Location: Arch Ford ~~Building~~ Co-op	161 Bulldog Drive Russellville AR 72127	Lori Mitchell
19	Matt McClure	Superintendent Location: Cross County School Dist.	2 CROSS Cherry Valley, AR 72324	
20	Paula Rawls	Special Programs Coordinator Location: Camden Fairview School Dist.	625 Clifton Camden 71701	Paula Rawls
21	Randy Bridges, Ed.D.	Director of Student Services Location: Fort Smith Public Schools	PO Box 1948 72902 Fort Smith, AR	Randy Bridges
22	Ronald Laurent	Principal Location: Pine Bluff School Dist.	P.O. Box 9492 Pine Bluff, AR 71611	
23	Rosa Bowman	Location: Ashdown School Dist.	314 Little River 29 Ashdown, Arkansas 71822	Rosa Bowman
24	Sandra Mills	Title I Coordinator Location: Forrest City School District	5 Point Lane Forrest City, AR 72335	Sandra Mills
25	Tammie Cloyes	Title I Coordinator Location: Forrest City School District	700 Capitol Mall Little Rock, AR	Tammie Cloyes
26	Vernell Bowen	Superintendent Location: Diocese of LR Catholic Schools of AR Ouachita River Dist.		

N/A

Committee of Practitioners
Sign In Sheet

Purpose of Meeting: **Review and advised on Rules**

October 14, 2011

	Name	Title/Location	Mailing Address	Signature
	Ms. Annette Barnes Lewis	Coordinator/Acct.		
	Toby Hay	Asst. Comm.	#4 Capitol Mall	
	Christie Smith	Public School Program Coordinator		
	Bernice Martin-Russell			

ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting
Tuesday, December 13, 2011, 2011
11:00 a.m.
Sign In Sheet

Name	Signature
John Hoy, ADE	
Annette Barnes Lewis, ADE	
Dr. Laura Bednar, ADE	
Jim Boardman, ADE	
Dr. Karen Cushman, ADE	
Cody Decker, ADE	
Neal Gibson, ADE	
Bobby Lester, ADE	
Willie Morris, ADE	
Frank Servedio, ADE	
Phyllis Stewart, ADE	
Dr. Gayle Potter, ADE	
Sarah Argue, ADE/Dept. of Higher Ed	
Elbert Harvey, ADE	
Louis Ferren, ADE	Louis Ferren
Seth Blomeley, ADE	
Melinda Houlette, ADE	
Shirley Harvell, NAACP	
Vickie Saviers, SBE	Vicki Saviers
Ray Samaniego, AR PTA Melinda Kinnison	Melinda Kinnison
Belinda Sullivan Akin, AR Leadership Academy	Belinda Akin
Dr. Debbie Davis, AR Leadership Academy	Debbie Davis
Richard Abernathy, AAEA	Richard Abernathy
Mike Mertens, AAEA	
Bennie Gooden, Superintendent	Bennie L Gooden
Kathy Smith, Walton Fdn	Kathy Smith
Ricki Nagel, AEA	Ricki Nagel

ACADEMIC ACCOUNTABILITY

NCLB Waiver Meeting
Tuesday, December 13, 2011
3:00 p.m.
Sign In Sheet

Name	Signature
John Hoy, ADE	
Annette Barnes Lewis, ADE	Annette Barnes Lewis
Dr. Laura Bednar, ADE	
Jim Boardman, ADE	
Dr. Karen Cushman, ADE	Karen Cushman
Cody Decker, ADE	
Neal Gibson, ADE	
Bobby Lester, ADE	
Willie Morris, ADE	Willie Morris
Frank Servedio, ADE	Frank Servedio
Phyllis Stewart, ADE	
Dr. Gayle Potter, ADE	
Sarah Argue, ADE	
Elbert Harvey, ADE	
Louis Ferren, ADE	Louis Ferren
Seth Blomeley, ADE	
Melinda Houlette, ADE	

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ARKANSAS DEPARTMENT OF EDUCATION
Dr. Tom W. Kimbrell, Commissioner

Contact: Seth Blomeley, Communications Director | 501-683-4788 | seth.blomeley@arkansas.gov

News Release
January 12, 2012

Arkansas Ranks Fifth in Latest Education Analysis Published by Education Week

LITTLE ROCK — Governor Mike Beebe announced today that Arkansas's public education system placed fifth nationally in the 2012 Quality Counts analysis by Education Week, a nationally respected journal of education policy.

"I am excited by Arkansas's continued rise in the Education Week rankings, but there is more hard work ahead of us," Beebe said. "We've come a long way as a state in our pursuit of academic excellence, and we'll continue making improvements that help our students and our state's future."

Arkansas ranked sixth last year and 10th the previous two years in Education Week's annual calculations. The analysis ranks states on six education policy and performance categories.

"We're very pleased about the latest sign of Arkansas's advancement in education," said Arkansas Education Commissioner Dr. Tom Kimbrell. "To be ranked fifth in the nation indicates that good things are happening in Arkansas schools. Educators and policy makers across the country are taking notice. These are OUR kids. We take very seriously our responsibility to serve each and every child in Arkansas."

Overall, Arkansas scored 81.6, which placed it behind only Maryland, Massachusetts, New York, and Virginia.

Of particular note, Arkansas tied for first with Maryland in the "Transitions and Alignment" category.

Arkansas placed second in the "Teaching Profession" category. It placed sixth in the

"Standards, Assessment and Accountability" category. Other categories scored were "School Finance," "K-12 Achievement," and "Chance for Success."

The analysis was compiled by the Editorial Projects in Education Research Center. It surveyed the country's chief state school officers on a wide range of programs and policy and then independently evaluated the responses.

The rankings can be viewed at
http://www.edweek.org/ew/toc/2012/01/12/index.html?intc=EW-QC12-FL 1

ArkansasEd.org

Arkansas Department of Education | Four Capitol Mall | Little Rock, AR 72201

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Stricken language would be deleted from and underlined language would be added to present law.
Act 1209 of the Regular Session

State of Arkansas
88th General Assembly
Regular Session, 2011

As Engrossed: H3/15/11
A Bill

HOUSE BILL 2178

By: Representatives J. Roebuck, Summers, Westerman, Tyler, Cheatham, *Baird, Barnett, J. Brown, Carnine, Dale, English, D. Hutchinson, McLean, Stewart, Stubblefield, Vines, Webb, Woods*
By: Senators Salmon, *G. Baker, Elliott, J. Jeffress, J. Key, D. Wyatt*

For An Act To Be Entitled

AN ACT TO RESTRUCTURE THE CURRENT METHOD OF EVALUATING ARKANSAS PUBLIC SCHOOL TEACHERS; TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO ALIGN PROVISIONS OF THE ARKANSAS CODE CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO INCREASE PUBLIC AWARENESS OF EFFECTIVE TEACHERS; AND FOR OTHER PURPOSES.

Subtitle

TO ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM AND ALIGN CURRENT LAW CONCERNING PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL WITH THE SYSTEM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-13-1305, concerning site-based decision making policies for school districts, is amended to add an additional subdivision to read as follows:

(10) Teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified

teachers, is amended to read as follows:

(c)(1) ~~In order for teachers to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores~~ To renew a teaching license, a teacher shall participate in continuing education and professional development:

(A) Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.;

(B) As required under § 6-17-704 and other law; and

(C) As required by rule of the State Board of Education.

SECTION 3. Arkansas Code § 6-15-1402(b), concerning the contents of annual school performance reports, is amended to add an additional subdivision to read as follows:

(4) *Beginning with the 2017-2018 school year, for* the school year covered by a school performance report the report shall include:

(A) The total number of teachers who are employed in the public school; and

(B) Of that total, the number who meet each of the following criteria:

(i) Highly qualified teacher;

(ii) Identified as proficient or above under the Teacher Excellence and Support System for the school; and

(iii) Certified by the National Board for Professional Teaching Standards.

SECTION 4. Arkansas Code § 6-17-704(e)(1), concerning professional development plans of school districts, is amended to read as follows:

(e)(1) The professional development offerings may meet the objectives of subdivision (e)(2) of this section developed by the National Staff Development Council and shall comply with the rules of the ~~Department~~ State Board of Education governing professional development.

SECTION 5. Arkansas Code § 6-17-704, concerning professional

development plans of school districts, is amended to add additional subsections to read as follows:

(f) A teacher shall complete any missed hours of professional development through professional development that is:

(1) Substantially similar to the professional development *missed and approved* by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System, § 6-17-2801 et seq.; and

(2) Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

(g) Accreditation for or approval of professional development for public school teachers and administrators is governed by the rules of the state board.

SECTION 6. Arkansas Code § 6-17-705(c), concerning professional development credit, is amended to read as follows:

(c) Licensed personnel may earn the twelve (12) hours of professional development credit required under subsection (a) of this section through online professional development credit approved by the Department of Education and related to the:

(1) School district's Arkansas Comprehensive School Improvement Plan; or

(2) Teacher's professional ~~growth~~ learning plan under the Teacher Excellence and Support System, § 6-17-2801 et seq.

SECTION 7. Arkansas Code § 6-17-1504 is amended to read as follows:

6-17-1504. Evaluation — Effect.

(a) Each teacher employed by the board of directors of a school district shall be evaluated in writing ~~annually~~ under the Teacher Excellence and Support System, § 6-17-2801 et seq.

(b) ~~When~~ At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that ~~a~~ the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school

administrator shall:

(1) Bring in writing the problems and difficulties to the attention of the teacher involved; and

(2) Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

SECTION 8. Arkansas Code Title 6, Chapter 17 is amended to add an additional subchapter to read as follows:

Subchapter 28 — Teacher Excellence and Support System

6-17-2801. Title.

This subchapter shall be known and may be cited as the "Teacher Excellence and Support System".

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement *across the state; and*

(8) Increase the awareness of parents and guardians of public

school students concerning the effectiveness of public school teachers.

6-17-2803. Definitions.

As used in this subchapter:

(1) "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

(A) Relates to the evaluation rubric; and

(B) Represents output from one (1) or more of the following, without limitation:

(i) Lesson plans or pacing guides aligned with the state standards;

(ii) Self-directed or collaborative research approved by an evaluator;

(iii) Participation in professional development;

(iv) Contributions to parent, community, or professional meetings;

(v) Classroom assessments including:

(a) Unit tests;

(b) Samples of student work, portfolios, writing, and projects;

(c) Pre-assessments and post-assessments; and

(d) Classroom-based formative assessments;

(vi) District-level assessments including:

(a) Formative assessments;

(b) Grade or subject level assessments;

(c) Department-level assessments; and

(d) Common assessments;

(vii) State-level assessments including:

(a) End-of-course assessments;

(b) Statewide assessments of student achievement; and

(c) Career and technical assessments; and

(viii) National assessments including:

(a) Advanced placement assessments;

(b) Norm-referenced assessments; and

(c) Career and technical assessments;

(2)(A) "Evaluation" means the process under this subchapter used to:

(i) Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

(ii) Promote teacher growth through professional learning.

(B) "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities;

(3) "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation;

(4) "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework;

(5) "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers;

(6) "External assessment measure" means a measure of student *achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator;*

(7) "Formal classroom observation" means an announced visit to a classroom that:

(A) Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

(B)(i) Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree (360°) video technology.

(ii) The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

(C) Facilitates a professional dialogue for the teacher and evaluator; and

(D) Provides essential evidence of the teacher's classroom practices;

(8) "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction;

(9) "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

(A) Unannounced; or

(B) For a shorter period of time than a formal classroom observation;

(10) "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under § 6-17-2807;

(11) "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

(A) Provides support for teaching practices; and

(B) Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation;

(12) "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience;

(13) "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

(A) The evaluator's observations; and

(B) Artifacts presented by the teacher after the formal classroom observation;

(14) "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation;

(15) "Probationary teacher" means the same as probationary teacher under § 6-17-1502;

(16) "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment

of student achievement administered through:

(A) The Arkansas Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401 et seq.; or

(B) A program of common core assessments administered under rules of the State Board of Education;

(17) "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course;

(18) "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

(A) Improvement in the teacher's teaching practices and student achievement; and

(B) A school district's employment decision concerning the teacher;

(19)(A) "Teacher" means a person who is:

(i) Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

(ii) Employed in a public school as a:

(a) Classroom teacher engaged directly in instruction with students in a classroom setting;

(b) Guidance counselor;

(c) Library media specialist;

(d) Special education teacher; or

(e) Teacher in another position identified by the state board.

(B) "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the state board in the charter.

(C) "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator; and

(20) "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall, without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student *learning includes trend data and is not limited to a single assessment;*

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

6-17-2805. Summative evaluations.

(a) The evaluation framework for a summative evaluation for a classroom teacher shall include:

(1) The following teacher evaluation categories:

(A) Planning and preparation;

(B) Classroom environment;

(C) Instruction; and

(D) Professional responsibilities; and

(2) An evaluation rubric using nationally accepted descriptors that consists of the following four (4) performance levels:

(A) Distinguished;

(B) Proficient;

(C) Basic; and

(D) Unsatisfactory.

(b) A summative evaluation shall result in a written:

(1) Evaluation determination for the teacher's performance level on each teacher evaluation category; and

(2) Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

(c) A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher including without *limitation:*

(1) A guidance counselor;

(2) A library media specialist;

(3) A special education teacher; or

(4) Other teacher as identified by the State Board of Education.

(d)(1) In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to *agree.*

(2)(A) Except as provided in subdivision (d)(2)(B), in a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

(B) If an external assessment measure does not exist for the non-tested content area, the Department of Education shall by rule determine the type of artifact that may be used otherwise to satisfy the external assessment measure requirement under subdivision (d)(2)(A) of this section.

(e) A summative evaluation process shall include:

(1) A pre-observation conference and post-observation

conference;

(2) A formal classroom observation and informal classroom observation.

(3) Presentations of artifacts chosen by the teacher, the evaluator, or both;

(4) An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

(5) A written evaluation determination for each teacher evaluation category and a written summative evaluation determination;

(6) Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

(7) *Feedback* from the teacher concerning the evaluation process and evaluator.

6-17-2806. Teacher support components.

(a)(1) Except as provided in subdivision (a)(3) of this section, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

(A) Identifies professional learning outcomes to advance the teacher's professional skills; and

(B) Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

(2) The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule *for a teacher are directly related to one (1) or more of:*

(A) The teacher's content area;

(B) Instructional strategies applicable to the teacher's content area; or

(C) The teacher's identified needs.

(3) If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

(4)(A) For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

(B) Until the teacher is removed from intensive support

status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's *needs.*

(b)(1) Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

(A) Provide a teacher with immediate feedback about the teacher's teaching practices;

(B) Engage the teacher in a collaborative, supportive learning process; and

(C) Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

(2) The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

(A) A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

(B) An instructional facilitator;

(C) A curriculum specialist; or

(D) An academic coach for the teacher's content area.

(c) The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

(1) Provides training, support, and follow-up to novice teachers to increase teacher retention;

(2) Establishes norms of professionalism; and

(3) Leads to improved student achievement by increasing effective teacher performance.

6-17-2807. Intensive support status.

(a)(1) An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

(2) An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of

descriptors in a teacher evaluation category.

(b) If a teacher is placed in intensive support status, the evaluator shall:

(A) Establish the time period for the intensive support status; and

(B)(i) Provide a written notice to the teacher that the teacher is placed in intensive support status.

(ii) The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

(c)(1) The period of time specified by the evaluator for intensive support status shall afford the teacher *an* opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

(2) Intensive support status shall not last for more than two (2) consecutive semesters, unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for *up to two (2)* additional consecutive *semesters.*

(d) The evaluator shall work with the teacher to:

(1) Develop a clear set of goals and tasks that correlate to:

(A) The professional learning plan; and

(B) Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

(2) Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

(e)(1) If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status.

(2) The teacher shall be offered the support necessary to use formative assessments under this subsection during the intensive support status.

(f) At the end of the specified period of time for intensive support status, the evaluator shall:

(1) Evaluate whether the teacher has met the goals developed and

completed the tasks assigned for the intensive support status; and

(2) Provide written notice to the teacher that the teacher is either:

(A) Removed from intensive support status; or

(B) Failed to meet the goals and complete the tasks of the intensive support status.

(g)(1) If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

(2)(A) Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

(B) A recommendation for termination or nonrenewal of a teacher's contract under this section shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(3) When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under subdivision (g)(2) of this section, the public school:

(A) Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the provisions of § 6-17-1504(b); and

(B)(i) If the public school has substantially complied with the requirements of § 6-17-2807, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(ii) The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(4) This section does not preclude a public school superintendent from:

(A) Making a recommendation for the termination or

nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

(B) Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

6-17-2808. Implementation - Applicability.

(a) Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under the rules established by the State Board of Education.

(b)(1) Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

(A) Novice teacher;

(B) Probationary teacher; or

(C) Teacher who successfully completed intensive support status within the current or immediately preceding school year.

(2)(A) At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under subdivision (b)(1) of this section.

(B) In a school year in which a summative evaluation is not required for a teacher under this subdivision (b)(2), the teacher:

(i) Shall focus on elements of the teacher's professional learning *plan as approved by the evaluator that* are designed to help the teacher improve his or her teaching practices; and

(ii) With the evaluator's approval may:

(a) Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

(b) Conduct self-directed research related to the teacher's professional learning plan under § 6-17-2806.

(C) During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the

evaluation framework and evaluation rubrics that are relevant to the evaluation.

(c)(1) A teacher shall:

(A) Participate in the Teacher Excellence and Support System under this subchapter, including without limitation in:

(i) Classroom observations; and

(ii) Pre-observation and post-observation conferences; and

(B)(i) Collaborate in good faith with the evaluator to *develop the teacher's professional learning plan under § 6-17-2806(a).*

(ii) If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

(2) A failure to comply with this subsection may be reflected in the teacher's evaluation.

(d) Every teacher contract renewed or entered into after the effective date of this subchapter is subject to and shall reference this subchapter.

(e) A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of this section.

6-17-2809. Administrator evaluations.

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

SECTION 9. Arkansas Code § 6-20-2305(b)(5)(B), concerning public school funding for professional development, is amended to read as follows:

(B) Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, § 6-17-2801 et seq., other law or rule, or by the school district shall be used for professional development activities and materials that:

(i) ~~improve~~ Improve the knowledge, skills, and

effectiveness of teachers~~,~~;

(ii) Address the knowledge and skills of administrators~~,~~ and paraprofessionals concerning effective instructional strategies, methods, and skills ~~for improving teaching practices and~~;

(iii) Lead to improved student academic achievement; and

(iv) Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

SECTION 10. DO NOT CODIFY.

(a) By September 1, 2012, the State Board of Education shall develop the evaluation framework, evaluation rubric, and all rules for implementation of this act.

(b)(1) Between September 1, 2012, and August 31, 2013, the Department of Education, or any educational association approved by the department, shall conduct training sessions for all superintendents, administrators, evaluators, and teachers on the Teacher Excellence and Support System.

(2) The department shall ensure that the participants have more than one (1) opportunity to participate in the training.

(c) In the 2013-2014 school year, the department shall implement a one-year pilot program using the Teacher Excellence and Support System in one (1) or more school districts and shall obtain feedback from the superintendents, administrators, evaluators, and teachers involved in the pilot program to inform the department concerning needed amendments to state board *rules or changes in state law.*

/s/J. Roebuck

APPROVED: 04/05/2011

03-07-2011 16:05:05 CLR050

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 222 of the Regular Session

State of Arkansas *As Engrossed: H1/30/09 H2/4/09 H2/6/09 S2/12/09*
87th General Assembly **A Bill**
Regular Session, 2009 HOUSE BILL 1034

By: Representatives Cook, Abernathy, M. Burris, George, Rainey, J. Roebuck, *Betts, Dale, Perry, G. Smith, Wagner, Blount, Breedlove, J. Brown, Cheatham, J. Dickinson, Nix, Pennartz, Tyler*
By: Senator Broadway

For An Act To Be Entitled

AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS *EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR OTHER PURPOSES.*

Subtitle

AN ACT TO STRENGTHEN ARKANSAS EDUCATIONAL LEADERSHIP DEVELOPMENT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 1, is amended to add an additional subchapter to read as follows:

SUBCHAPTER 4 - SCHOOL LEADERSHIP COORDINATING COUNCIL

6-1-401. Title.

There is established the "School Leadership Coordinating Council".

6-1-402. Findings.

The General Assembly finds that:

(1) A statewide performance and results based system of leadership development to ensure high levels of collaborative leadership and continuous improvement must have all educators work collaboratively with community stakeholders to apply effective, evidence-based strategies and practices that increase student and adult learning and close the achievement

gap;

(2) High quality classroom teaching and administrative leadership are strong predictors of student success, all educators in the state must possess the skills and knowledge to increase student and adult learning and close the achievement gap;

(3) High quality leadership capacity building and training is required to align the public education system from kindergarten through postsecondary and workforce readiness, with an objective of universal proficiency for all students.

(4) High quality learning experiences focus on both individual and organizational improvement and provide educational leaders with a variety of support systems as they progress on the career continuum from aspiring to retiring; and

(5) An effective statewide leadership development system will result in increased graduation rates, reduced remediation rates, closing of achievement gaps, increased student and adult performance, increased recruitment of effective leaders, and increased capacity for instructional leaders, thus will increase the number of Arkansas citizens with bachelors degrees.

6-1-403. Purpose.

The purpose of the School Leadership Coordinating Council is to:

(1) Serve as a central body to coordinate the leadership development system efforts across the state including:

(A) Encouraging school districts to work with, the Department of Education, the Department of Higher Education, *the Department of Workforce Education, the Arkansas Leadership Academy, and other leadership groups;*

(B) Recommending a state leadership development system to coordinate all aspects of leadership development based on educational leadership standards adopted by the Department of Education; and

(C) Devise a system of gathering data which includes input from practitioners, educational and community leaders, university leadership and faculty, and other interested parties;

(2) Assist the Department of Education, the Department of Higher Education, the Department of Workforce Education, the Arkansas Leadership

Academy, school districts, and other leadership groups in enhancing school leadership and school support efforts; and

(3) Aid in the development of model evaluation tools for use in the evaluation of school administrators.

6-1-404. Creation.

(a) The School Leadership Coordinating Council consists of *thirteen (13)* members as follows:

(1) The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;

(2) The Commissioner of Education;

(3) The Director of the Arkansas Leadership Academy;

(4) The Director of the Department of Higher Education;

(5) The Director of the Department of Workforce Education;

(6) The Executive Director of the Arkansas Association of Educational Administrators;

(7) The Executive Director of the Arkansas Education Association;

(8) The Executive Director of the Arkansas School *Boards* Association;

(9) The Executive Director of the Arkansas Association for Supervision and Curriculum Development;

(10) The President of the Arkansas Rural Education Association;

(11) A representative from the Arkansas Professors of Educational Administration;

(12) A representative from the Arkansas Center for Executive Leadership; and

(13) A representative from an Educational Service Cooperatives.

(b) Any member may appoint a designee to serve in his or her place if necessary.

(c)(1) The Chair of the School Leadership Coordinating Council is elected by majority vote at the first meeting of the council.

(2) All changes in council chairmenship are decided by majority vote of the council.

(d)(1) The council shall meet at the times and places that the chair deems necessary but no less than four (4) times per year.

(2) Seven (7) members of the council shall constitute a quorum for the purpose of transacting business.

(3) All actions of the council are by quorum.

(e) The Department of Education, with the assistance of the Department *of Higher Education and the Department of Workforce Education, shall staff the council.*

(f) All members of the council may receive expense reimbursement in accordance with § 25-16-902 paid by the Department of Education if funds are available.

6-1-405. Report.

(a) The Chair of the School Leadership Coordinating Council shall provide a report to the House Interim Committee on Education and the Senate Interim Committee on Education no later than September 1, 2010, and each year thereafter.

(b) The report shall identify:

(1) Deficient areas of school leadership;

(2) Innovative programs to address deficient areas of school leadership;

(3) Progress made to improve school leadership;

(4) Plans to improve the quality of school leadership throughout the state;

(5) Development and activities of school leadership cohorts; and

(6) Efforts made to address school leadership recommendations *expressed in the 2008 Educational Adequacy report or subsequent reports submitted by the House Interim Committee on Education and the Senate Interim Committee on Education.*

SECTION 2. Arkansas Code § 6-15-440 is amended to read as follows:

(a)(1) There is created the Arkansas Leadership Academy School Support Program through which the Arkansas Leadership Academy in collaboration with *the Department of Education and other leadership groups shall provide support to schools or school districts designated by the department as being in school improvement and other school districts who opt to participate.*

(2) The program shall be designed, developed, and administered by the academy created under § 6-15-1007.

(b) The program shall:

(1) Build the leadership capacity of the school and school district personnel;

(2) Train a diverse school leadership team, including, but not limited to, ~~the~~ superintendents, school principals and teachers;

(3) Provide a cadre of highly experienced, trained performance coaches to work in the school or school district on a regular basis; and

(4) Work with the school and school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network that can continue the school's progress and improvement after completion of the academy's formal intervention and support.

(5) Ensure access to training programs and leadership skills development;

(6) Develop incentive programs for institutions and program participants;

(7) Assist in the development of partnerships between university leadership programs and school districts; and

(8) Work closely with the School Leadership Coordinating *Council, the Department of Education, the Department of Higher Education, and the Department of Workforce Education to coordinate cohesive leadership goals.*

(c)(1) The department and the academy shall develop criteria for selection of schools or school districts to participate in the program.

(2) Any school district that is in school improvement ~~*may be invited, strongly encouraged, or required to*~~ shall be eligible to participate in the program as provided in the rules of the State Board of Education.

(3) The academy and participating schools shall commit to *continue participation in the school support program for no fewer than three (3) consecutive* school years.

(d)(1) The number of schools participating in the program shall be determined by the amount of funding available for the program.

(2) The state board or the department may require a school district to fund a portion of the cost of the school's or school district's *participation in the school support program if the Commissioner of Education*

determines that such participation is in the best interest of the students served by the participating school or school district.

(3) Subject to the approval of the state board, the commissioner shall determine the portion of the school district's financial obligation for participation in the program, if any.

(e) The state board shall promulgate rules as necessary to implement the requirements of this section.

(f)(1) The State Board of Education shall have the authority to issue requests for proposals if the state board should determine to change the operator or the location of the Arkansas Leadership Academy.

(2) The academy shall maintain one (1) main office and, as needed, satellite offices partnered with institutions of higher education that have approved leadership programs and are strategically located in areas of the state identified by the Department of Education as having the greatest need for school leadership support.

SECTION 3. NOT TO BE CODIFIED. The document attached hereto titled "Prologue" contains the Leadership Taskforce recommendations as submitted to the Adequacy Study Oversight Subcommittee, the House Interim Committee on Education, and the Senate Interim Committee on Education. The document, "Prologue", shall be filed in the journals of the House and Senate.

SECTION 4. EMERGENCY CLAUSE. It is found and determined by the General Assembly of the State of Arkansas that it is the constitutional obligation of the state to ensure that the state's public school children receive an equal opportunity for an adequate education; that to ensure that opportunity, it is essential to have strong and effective school leaders; and that this act is immediately necessary to allow the Department of Education, *the Department of Higher Education, the Department of Workforce Education, and the Arkansas Leadership Academy to* address deficiencies in the Arkansas's educational leadership system. Therefore, an emergency is declared to exist and this act being immediately necessary for the preservation of the public peace, health, and safety shall become effective on:

(1) The date of its approval by the Governor;

(2) If the bill is neither approved nor vetoed by the Governor, the expiration of the period of time during which the Governor may veto the

bill; or

(3) If the bill is vetoed by the Governor and the veto is overridden, the date the last house overrides the veto.

/s/ Cook

APPROVED: 2/25/2009

Minutes
State Board of Education Meeting
Monday, July 12, 2010

The State Board of Education met Monday, July 12, 2010, in the auditorium of the Department of Education building. Dr. Naccaman Williams, chairman, called the meeting to order at 9 a.m.

Present: Dr. Naccaman Williams, Chairman; Dr. Ben Mays, Vice-Chairman; Sherry Burrow; Brenda Gullett; Sam Ledbetter; Alice Mahoney; Toyce Newton; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Vandy Nash, Teacher of the Year

Absent: Jim Cooper

Ms. Newton wasn't feeling well and left the meeting at 10:30 a.m.

Reports

Chair's Report:

- Dr. Williams welcomed Vandy Nash, 2010-2011 Teacher of the Year, and invited her participation in Board discussions. Ms. Nash, a teacher at Indian Hills Elementary in the North Little Rock School District, is on loan to the Department of Education for the next school year. She will serve as an ambassador of the teaching profession.
- Chairman Williams congratulated Ms. Dorothy Gillam, Administrative Analyst in the Commissioner's Office, on her 45 years of service to the Department of Education.
- In honor of her years of service and her many contributions; Dr. Kimbrell announced Ms. Gillam would have reserved parking in space 11.
- Ms. Mahony reported her participation in the 2010 PromiseNet conference held June 16-18 in Kalamazoo, Michigan. She served as a panelist for a roundtable discussion on how programs like Promise can be structured to address a community's economic development needs while improving college access for secondary school students.

Commissioner's Report:

- Dr. Kimbrell announced the retirement of Dr. Charles Watson, State Board Liaison, and recognized his 40-year career in education.
- Commissioner Kimbrell extended appreciation to Mr. Tommy Arant for his work over the past several months in the Twin Rivers School District. It

was noted Mr. Arant worked tirelessly in a difficult situation to improve educational opportunities for the students.

Coordinated School Health – Dr. Dee Cox

Dr. Cox provided an update of the coordinated school health efforts and announced the nine wellness center grantee districts—Dollarway, El Dorado, Fayetteville, Gurdon, Lavaca, Lincoln, Harrison, Paragould and Springdale. She noted the grantees would receive training later in the week.

Kathleen Courtney, Coordinated School Health Program Advisor, discussed the 2009 Arkansas Youth Risk Behavior Survey in which students in grades 9-12 reported about alcohol, tobacco and other health risk behaviors. Of the 1,690 survey participants: 16 percent reported physical abuse by a boyfriend/girlfriend during the past 12 months; 60 percent had tried cigarette smoking; 70 percent had tried alcohol; 37 percent had used marijuana; 54 percent had engaged in sexual intercourse; 46 percent were trying to lose weight; 22 percent attended daily PE classes; and 36 percent watched three or more hours of TV each school day.

Ms. Gullett asked how the data was being used to make a difference in the classroom.

Ms. Courtney said the information helps teachers target and integrate classroom activities designed to help students make better decisions.

Amendment of the Agenda

Dr. Williams said a request had been received from the Professional Licensure Board to add an amendment to the rule for administrator licensure in agenda item A-12a.

Ms. Burrow moved, seconded by Ms. Saviers, to add the amendment for administrative licensure to A-12a. The motion carried.

Consent Agenda

Dr. Williams pointed out the retirement of Patricia Brewer after 40 years of service as well as the retirement of Ron Tolson and Dr. Charles Watson.

It was noted Consent Agenda items 5-9 did not notify teachers they could appeal the decision of the Professional Licensure and Standards Board to the State Board of Education for the final decision.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the Consent Agenda. The motion carried.

Items included in the Consent Agenda:

- Minutes of the June 14, 2010 Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Appointment of Dr. John Jones, Dean of College of Education at the University of Arkansas at Fort Smith, and Carolyn Odum, Principal at Randall G. Lynch Middle School in the Farmington School District, to the Professional Licensure Standards Board
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board
    - Albert Camp
    - Tammy Fisher
    - James Kendig, Jr.
    - Rodney Major
    - Edward Taylor

Action Agenda

Arkansas Better Chance Funding Recommendations 2010-2011

Jamie Morrison, ABC Program Administrator, requested approval of grant funding totaling $6,111,680 as proposed by DHS/Division of Child Care and Early Childhood Education under the Arkansas Better Chance program.

Mr. Ledbetter moved, seconded by Ms. Mahoney, approval of the Arkansas Better Chance Funding for 2010-2011. The motion carried.

Consideration of Amended Public School Fund Budget for FY10

Ted Moore, Budget Coordinator, summarized the changes in the FY10 Public School Fund budget since approved by the Board in June 2009. The changes reflected reductions in General Revenue and the Educational Excellence Trust Fund totaling approximately $102 million. Mr. Moore said by using the $50.1 million unrestricted fund balance and transferring $16.9 million from Public School Facilities, total program reductions were reduced to $35.1 million.

Mr. Moore reported the ending balance at $35 million. He explained that $25 million of the balance was revenue above that forecasted by Department of Finance and Administration.

Dr. Kimbrell said some of the changes were reconciliation of over-budgeted items.

Ms. Newton moved, seconded by Ms. Saviers, approval of the amended Public School Fund Budget for FY10. The motion carried.

Consideration of the Public School Fund Budget for FY11

Mr. Moore presented the FY11 budget totaling $2,587,706,466, an increase of $30,592,407 over FY10. He said the FY11 budget reflected the $35 million carry-forward from FY10. In pointing out some of the increases, he said the National School Lunch Act funding increased by $9.3 million and the consolidation incentive program increased by $8 million to accommodate five new consolidations.

Mr. Moore said school districts would receive $6,023 per student in Foundation Aid, up from $5,905 last year.

Ms. Saviers asked about the reduction of funds to distance learning.

Dr. Kimbrell explained that distance learning was funded through the educational cooperatives. He said he met with those providers and all but two could operate without additional funds for FY11 and still provide services to school.

Ms Gullett asked if the Pygmalion Commission would be discontinued.

Dr. Kimbrell said the $40,000 funded to Pygmalion in past years would be discontinued. He said professional development activities the Commission had provided in the past would now come through the ADE professional development unit and that Alternative Learning Education staff would provide administrative services and support to the Commission.

Davis Hendricks, legislative advocate for Arkansas Gifted and Talented Educators (AGATE) expressed concerns regarding the reduction of funding for gifted and talented supervisors. He said GT supervisors anchored the programs in the schools and, if funding was not restored, continuity of services would be impacted.

Dr. Kimbrell pointed out that each school is required to have a GT coordinator and reducing the funding to educational cooperatives for GT supervisors would not directly impact services to students.

Dr. Mays questioned the $2.5 million originally budgeted for speech pathologists.

Mr. Moore explained there was an appropriation but no funding to provide a $5,000 bonus to speech pathologists.

Dr. Mays moved, seconded by Ms. Mahony, acceptance of the FY11 budget. The motion carried.

Consideration for Approval: Adoption of the Common Core State Standards

Dr. Gayle Potter, Associate Director of Curriculum and Assessment, recommended adoption of the Common Core State Standards. Dr. Potter said the state-led set of learning standards in mathematics and English language arts, an initiative of the Council of Chief State School Officers and the National Governors Association, were designed to prepare students to be ready for college and career upon graduation from high school. The internationally benchmarked standards are considered to be higher, fewer and deeper than those found in many states. The objective, as Dr. Gayle Potter pointed out, is to allow teachers to teach to deeper levels of understanding for permanent learning.

Dr. Potter discussed the need for a transition plan to incorporate the standards into the state's classrooms, complete with curriculum, professional development and a new set of assessments. She asked the Board to adopt the standards with the understanding they would not be implemented until the new tests were in place.

Ms. Saviers suggested a communication plan be developed to explain the new standards so educators, students and parents could easily understand the expectations.

Ms. Gullett moved, seconded by Ms. Saviers, adoption of the Common Core State Standards. The motion carried.

Request for Charter Amendment of Open-Enrollment Public Charter School: Kipp Delta Public Schools, Helena and Blytheville, AR

Scott Shirey, Executive Director of KIPP Delta Public Schools, requested the following amendments to the charter: a waiver from monthly board meetings; a change in the dismissal time for the Helena campus from 5 p.m. to 4 p.m.; allow sixth, seventh and eighth grade students to take algebra; flexibility to teach physical science in the eighth grade; and elimination of Ds from the grading scale.

Mr. Ledbetter moved, seconded by Ms. Burrow, to grant the amendments. The motion carried.

Review of Open Enrollment Public Charter School: Hope Academy, Pine Bluff, AR

Dr. Mary Ann Duncan, Charter Schools Coordinator, updated the Board on the status of Hope Academy, which opened in 2007. Dr. Duncan reported that on May 29, 2010, the U.S. Department of Agriculture terminated the school's National School Lunch and breakfast programs. This action was taken as a result of the Academy seeking $28,288.13 in reimbursement for free and reduced meals beyond the amount for which it qualified.

Dr. Duncan reported preliminary 2010 scores indicated 82 percent of the school's fifth grade students scored below grade level in math. The charter called for no more than 20 percent of the students scoring below grade level the first three years the school was open.

Bill Goff, Assistant Commissioner for Fiscal Services, said the school had a bank balance of approximately $24,000 prior to repaying the food program debt. He said the school's budget for the FY10-11 school year relied on growth in enrollment to meet revenue projections and, therefore, would likely end the year with a negative balance.

Ms. Saviers moved, seconded by Ms. Gullett, to revoke the charter for Hope Academy. The motion carried in a roll call vote:

Yeas: Mays, Burrow, Ledbetter, Mahony, Saviers, Gullett
Nays: None

Request Approval of the Accreditation Status Report for Arkansas Public Schools and School Districts 2009-2010

Dr. Charity Smith, Assistant Commissioner for Academic Accountability, and Johnie Walters, Standards Assurance Unit Leader, presented the 2009-2010 accreditation status report reflecting 778 fully accredited schools; 227 accredited-cited schools; 63 accredited-probationary schools; 11 districts accredited-cited and 4 districts accredited-probationary. Thirteen of the 63 accredited-probationary schools have violated standards for two consecutive years.

Northwood Middle School in the Pulaski County Special School District and the Academy of Excellence Conversion Charter School in the Osceola School District are in violation of standards for three consecutive years. The status of both schools will be brought before the Board at the August meeting.

Ms. Mahony moved, seconded by Dr Mays, approval of the 2009-2010 Accreditation Status Report excluding Har-Ber High School in the Springdale School District. The motion carried.

Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds

Bill Goff said the third public hearing on the Rules was held June 2, 2010.

Mr. Ledbetter noted a recommendation from Scott Shirey in the written comments to add to section 6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators "*or completion of the required two-year training and teaching component of the Teach for America program.*"

Mr. Ledbetter moved, seconded by Dr. Mays, approval of the final rule with additional language in 6.07.1.2 to allow for the completion of the two-year training and teaching component of the Teach for America program as a qualification. The motion carried.

Consideration for Final Approval: Proposed Rules Governing Closing the Achievement Gap

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said a public hearing was held March 31, 2010, but no written comments were received. She said Learning Services would revisit sections 3.01, 3.02 and 3.04 in an effort to provide maximum support to schools

Ms. Burrows moved, seconded by Ms. Mahony, approval of the Rules. The motion carried

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

Jeremy Lasiter, General Counsel, said that although the Rules had undergone some clean up other revisions would be probably be needed after the next legislative session. He said the Department hoped to get clarification in the law to break out all components of the Rules by state and federal requirements.

Mr. Ledbetter moved, seconded by Ms. Saviers, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

In presenting the Rules, Beverly Williams, Assistant Commissioner of Human Resources, said the intent was to attract speech pathologists and to encourage them to get the additional certification by offering a $5,000 incentive bonus for a period of ten years.

Ms. Gullett moved, seconded by Dr. Mays, approval of the Rules. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/ Professional and Provisional Teacher Licensure

In presenting the Rules, Ms. Williams said after being tabled last month they had undergone some minor revision. The definition of mentor contained the phrase "master teacher." She said the word master had been eliminated.

Ms. Williams requested permission to replace the word professional with advanced in reference to teacher licensure. She pointed out that Rules previously approved by the Board would also need to be changed to reflect advanced rather than professional.

Ms. Mahony moved, seconded by Ms. Burrow, approval of the Rules as amended. The motion carried.

Consideration for Final Approval: Rules Governing Initial, Standard/Professional Administrator and Administrator-Arkansas Correctional School Licensure

Ms. Williams presented a recommendation from the Professional Licensure Standards Board to clarify the meaning of employment as used in the Rules. She said the proposed change was *employed by a school district and not contracted services.*

Board members expressed concern regarding the number of years experience required for administrator licensure.

Ms. Gullett moved, seconded by Ms. Saviers, approval to put the Rules back out for public comment. The motion carried.

Reconsideration of Decision on School Choice Petition Denial by the Bryant School District *(A complete record of the appeal is available in the State Board office.)*

Jeremy Lasiter presented an appeal filed by Ms. Belinda Thornhill regarding the decision of the Bryant School District to deny the Arkansas Public School Choice Act application of her son Hunter Thompson.

Ms. Thornhill said she moved to Benton from Oklahoma in the spring and with the approval of Benton School District and Bryant School District enrolled her son in Bryant. She then completed the school choice application so her son could remain at Bryant for the 2010-2011 school year.

Ms. Thornhill said she received a letter approving her son's school choice application, but was later contacted by Don McGohan, Assistant Superintendent in the Bryant district, notifying her the approval was revoked. She said Bryant received Hunter's records from his former school indicating he had an IEP.

Jay Bequette, legal counsel for Bryant, said the district revoked the approval because Ms. Thornhill gave incorrect or misleading information regarding her son's need for special services. He added the district's special education classes were already operating near capacity and needed to reserve space for new students who would reside within district boundaries.

Bryant staff member Vickie Kingston said 3.5 new special education teachers had been added this year to accommodate the growing number of special needs students.

Ms. Mahony asked how many special needs students had been accepted on school choice.

The district's response was "none."

Mr. Ledbetter said he was not comfortable putting districts in a position to have to add staff.

Mr. Ledbetter moved, seconded by Ms. Mahony, to uphold denial of the petition. The motion failed in a roll call vote.

Yeas: Ledbetter, Mahony
Nays: Burrow, Gullett, Mays, Saviers

Dr. Mays moved, seconded by Ms. Saviers, to overturn the district's decision to deny the school choice application for Hunter Thompson. The motion carried in a roll call vote.

Yeas: Burrow, Gullett, Mays, Saviers
Nays: Ledbetter, Mahony

Request for Report

Dr. Mays requested a report of athletic expenditures at the August meeting.

Adjournment

The meeting adjourned at 4:07 p.m.

These minutes were recorded by Phyllis Stewart.

Commissioner Department of Education

Chair State Board of Education

Arkansas Common Core Strategic Plan

The Arkansas plan articulates a vision of success, describing in detail various levels of alignment and implementation success, identifying best practices for alignment and implementation of standards, creating tools and methods to help districts and schools design an aligned system for learning, and incorporating points of view from a broad cross-section of stakeholders.

The Arkansas plan for implementation of the Common Core State Standards (CCSS) is considered to be a work-in-progress. It is constantly being revised, edited, and expanded to assist Arkansas educators as they implement CCSS. As requested, information from various stakeholders and/or organizations specified in this plan will be added in the "Additional Information" box at the end of each Strategic Action Area. All updates will be dated. Upon full implementation of the CCSS, this document is intended to show the work by Arkansas educators beginning with the initial creation of this plan in October, 2011.

The Curriculum and Instruction Unit at the Arkansas Department of Education is committed to providing educators with resources to assist in implementing CCSS. A resource document titled, "What Every Arkansas Educator Needs to Know About CCSS" can be found at: http://ccssarkansas.pbworks.com

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Arkansas Common Core Strategic Plan

Strategic Action Area 1: COMMUNICATION

➢ Successful implementation of the Common Core State Standards requires a focus on communication, a process of collective thinking, inquiry, and sharing that leads to a clearer, common understanding.

Desired Outcome 1A: Translates the standards to support broader understanding of intent and implications.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will implement the vision for implementation of CCSS	Schools will support the vision of and provide resources for implementation of CCSS	Districts will support the vision of and provide resources for implementation of CCSS	Co-ops will support the vision for implementation of CCSS	ADE will develop and communicate a vision for the implementation of CCSS
2012-2013					
2013-2014					

Desired Outcome 1B: Communicate the levels of expectations of the standards to all stakeholders.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Schools will identify a math lead and an ELA lead to receive CCSS information and to be responsible for relaying information to all teachers	The principal will work with the ELA and math leads to plan and deliver professional development and to provide information regarding CCSS	The district will identify key district leaders to plan and support professional development and to provide information regarding CCSS	Co-ops will identify staff to support districts/schools in their implementation of CCSS; Stakeholders will share communications with membership, promote the plan for CCSS implementation, and identify their roles in the support of student college and career readiness	ADE will communicate information via the delivery chain
2012-2013					
2013-2014					

Additional Information:	
10/11/11	The Arkansas CCSS Guiding Coalition and ASCD (in partnership with the Arkansas Department of Education, the Council of Chief State School Officers, and Arkansas ASCD) will host a Summit to advance the successful implementation of the CCSS. Throughout the summit, participants will be able to: collaborate with colleagues to help assess state and local needs to ensure the successful implementation of the CCSS, participate in interactive sessions to learn and share successful implementation strategies and practices from national and Arkansas colleagues, understand the importance of a whole child approach to education in setting the foundation for success from kindergarten through college and career choices, and begin an effective communication plan to bring awareness of the CCSS to your community stakeholders. (1A)

Arkansas Common Core Strategic Plan

Strategic Action Area 2: CURRICULUM

➢ Successful implementation of the Common Core State Standards requires a curriculum to be a well-defined set of research-based experiences in which students and instructors are engaged to attain understanding and achievement of outcomes and expectations aligned to the standards.

Desired Outcome 2A: Translate the standards to support implementation.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-12 teachers will develop and implement curriculum aligned to the CCSS, participate in CCSS Institutes, work in PLCs to focus on student learning and will report implementation progress to school leadership	School representatives (principal, math lead, ELA lead) will develop and implement curriculum aligned to CCSS, participate in CCSS Institutes, provide information from CCSS Institutes to all K-12 teachers, provide on-going support to teachers for full implementation of CCSS and will report implementation progress to district	District representatives (Superintendent and/or key personnel who support principals and facilitate professional development) will develop curriculum aligned to CCSS, participate in CCSS Institutes, provide support, deliver information to schools and report implementation progress to Co-ops	AETN/ArkansasIDEAS will host CCSS Institutes; Co-ops will facilitate CCSS Institues via CIV; Co-ops will provide support to districts and will report implementation progress to ADE	ADE will provide on-going guidance for curriculum development via "What Every Arkansas Educator Needs to Know About Common Core State Standards"; ADE will provide CCSS Institutes and supporting materials; ADE will provide support to regional cooperatives and STEM centers
2012-2013					
2013-2014					

Desired Outcome 2B: Develop tools and evaluations to help identify and select appropriate resources and materials.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Schools will utilize the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Districts will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	Co-ops and STEM Centers will share the checklists of criteria for selecting resources specific to ELA and math and will utilize the introduction to the checklists as statements of clarification regarding implementation of CCSS	ADE will provide an analysis tool for evaluating instructional materials specific to CCSS for ELA and math
2012-2013	Teachers will use technology as a tool for learning	Schools will provide professional development and support as needed to use technology as a tool for learning	Districts will design curriculum and provide professional development and support as needed to use technology as a tool for learning	Co-ops and STEM Centers will support the use of technology as a tool for learning	ADE will provide guidance on best practices for using technology as a tool for learning
2013-2014					

Additional Information

12/8/11 CCSS Institute #1 (2A)

Arkansas Common Core Strategic Plan

Strategic Action Area 3: ASSESSMENT

➢ Successful implementation of the Common Core State Standards requires assessments that include the processes used to measure student progress toward attainment of the standards and the ongoing learning in the classroom.

Desired Outcome 3A: Develop training programs to build assessment literacy.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	PLCs will discuss implemention of the district assessment plan and report progress to the school	Schools will provide professional development and support to teachers for full implementation of the district assessment plan and report implementation progress to the district	Districts will develop a district assessment plan, support schools in implementing the district assessment plan and report implementation progress to the Co-op	Co-ops and STEM Centerswill build internal capacity to provide and support professional development for assessment literacy and will report implementation progress to the ADE	ADE will create professional development for assessment literacy which includes templates for a district assessment plan
2012-2013					
2013-2014					

Desired Outcome 3B: Ensure teachers utilize formative assessment continuously.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will develop expertise in formative assessment practices	Schools will provide professional development and support to teachers to develop expertise in formative assessment practices	Districts will provide professional development and support to schools to develop teachers' expertise in formative assessment practices	Co-ops and STEM Centers will support a common language and common understanding of formative assessment practices across districts	ADE will provide guidance on the use of formative assessment

2013-2014	Teachers, individually and in PLCs, will use data to improve teaching and learning in the classroom	Leadership teams will utilize data to improve teaching and learning in the school	District leadership teams will utilize data to improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support use of formative assessment in districts/schools	ADE will utilize data to shape professional development and support use of formative assessment across the state

Desired Outcome 3C: Participate, implement, and support the work of the assessment consortia.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					ADE will seek flexibility from the USDOE regarding transition allowances from the current state assessment/accountability system to Next-Generation Assessments/ PARCC/Revised Accountability System
2012-2013					ADE will develop a transition plan to move from current state assessments to PARCC
2013-2014					ADE will provide information on the research, design, security, management, reporting, implementation, administration, scoring, technology, and accountability requirements of PARCC

Additional Information:

11/2/11 Five public informational meetings held across the state (11/21, 11/29, 12/1, 12/5, 12/6) to discuss USDOE ESEA waiver/teacher evaluation (3C)

Arkansas Common Core Strategic Plan

Strategic Action Area 4: INSTRUCTIONAL LEADERSHIP ➢ Successful implementation of the Common Core State Standards requires instructional leadership that creates a vision for deeper levels of teaching and learning portraying a clear commitment to learning for understanding.					
Desired Outcome 4A: Disseminate and promote evidence-based/research-based instructional practices that are aligned with the vision of the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	K-2 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-2
2012-2013	K-8 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-8

2013-2014	K-12 teachers will implement evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to PLCs and school leadership	Schools will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to district leadership	Districts will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to Co-ops	Co-ops and STEM Centers will support the implementation of evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement and will report progress to ADE	ADE will collaborate with organizations and associations to identify and promote evidence-based/research-based instructional practices that are aligned with the vision of the CCSS and promote student achievement for grades K-12

Desired Outcome 4B: Develop the instructional leadership of school, district, regional, and state leaders.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012	Teachers will take a leadership role in supporting and collaborating with their colleagues regarding CCSS implementation	School leadership teams will identify support for PLCs and teachers for implementation of CCSS	District leadership teams will identify instructional leadership support for school leadership teams for implementation of CCSS	Co-ops, STEM Centers, Arkansas Leadership Academy, Arkansas ASCD, AAEA, and other stakeholders will support the development of instructional leadership based on CCSS	ADE will collaborate with stakeholders and organizations to support the development of instructional leadership based on the CCSS
2012-2013					
2013-2014					

Arkansas Common Core Strategic Plan

Strategic Action Area 5: PROFESSIONAL DEVELOPMENT

➢ Successful implementation of the Common Core State Standards requires professional development that takes a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" in guiding student learning (National Staff Development Council, 2010).

Desired Outcome 5A: Develop a systemic approach that sustains and supports communities of practice, including professional learning communities.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers will participate in PLCs to collaborate on CCSS implementation	School leadership teams will collaborate on CCSS implementation and will communicate with PLCs and district leadership teams	District leadership teams will collaborate on CCSS implementation and will communicate with school leadership teams, Co-ops, and STEM Centers	Co-ops, STEM Centers, organizations, and stakeholders will collaborate on CCSS implementation and will communicate across Co-op regions and with the ADE	ADE will collaborate with Co-ops, STEM Centers, organizations and stakeholders to build the collaborative capacity of CCSS implementation across the state

Desired Outcome 5B: Create a clearinghouse of evidence-based/research-based best practices for instruction.

Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013					
2013-2014	Teachers and PLCs will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	School leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	District leadership teams will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	Co-ops and STEM Centers will access the digital clearinghouse to identify exemplar practices of evidence-based/research-based instructional models	ADE will create a digital clearinghouse based on evidence-based/research-based instructional models

Desired Outcome 5C: Build the capacity of multiple stakeholders to support the continued development of the knowledge and skills needed by educators to teach the standards.					
Timeline	Classroom	School	District	Regional/Partners	State
2011-2012					
2012-2013	Teachers will increase their knowledge and skills related to the CCSS implementation	School leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	District leadership teams will develop the internal capacity of staff to support colleagues knowledge and skills related to CCSS implementation	Co-ops and STEM Centers will provide and/or facilitate professional development modules with fidelity to support districts/schools knowledge and skills related to CCSS implementation	ADE will create professional development modules to support the knowledge and skills related to CCSS implementation
2013-2014	Teachers will use data to improve teaching and learning in the classroom; PLCs will utilize data to improve teaching and learning in the school	School leadership teams will utilize data to shape and improve teaching and learning in the school	District leadership teams will utilize data to shape and improve teaching and learning in all schools	Co-ops and STEM Centers will utilize data to shape professional development and support to districts/schools	ADE will utilize data to shape professional development and support across the state

Arkansas Common Core Strategic Plan

Strategic Action Area 6: POLICY

➢ Successful implementation of the Common Core State Standards requires a focus on policies, formal and informal guidelines that define the parameters for action through which an organization carries out its priorities to influence systemic decisions.

Desired Outcome 6A: Create a feedback system that supports local implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					
2013-2014					ADE will develop a feedback system to support local implementation of CCSS

Desired Outcome 6B: Align all policies to systematically support implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013	Teachers and PLCs will notify school leadership teams of policies that present barriers to the implementation of the CCSS	School leadership teams will notify district leadership teams of policies that present barriers to the implementation of the CCSS	District leadership teams will notify Co-ops, STEM Centers and membership organizations of policies that present barriers to the implementation of the CCSS	Co-ops, STEM Centers, and membership organizations will notify ADE of policies that present barriers to the implementation of the CCSS	ADE will develop a comprehensive list of policies to be considered for revision in support of the implementation of CCSS
2013-2014					ADE will support an alignment of all educational policies related to the implementation of the CCSS

Desired Outcome 6C: Evaluate the allocation of resources for implementation of the standards.

Timeline	Classroom	School	District	Regional/Policy	State
2011-2012					
2012-2013					

2013-2014	Teachers and PLCs will utilize available resources to support implementation of CCSS	School leadership teams will provide adequate resources (time, professional development, materials, etc.) to support implementation of CCSS	Districts will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	Co-ops and STEM Centers will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately	ADE will conduct research reflecting the best available data to evaluate the level at which students are currently performing and reallocate resources most appropriately

Arkansas Common Core Strategic Plan

Strategic Action Area 7: INTERNAL AND EXTERNAL ALIGNMENT OF POLICIES AND PRACTICES (ALIGNED SYSTEM)

➢ Successful implementation of the Common Core State Standards requires a focus on internal and external alignment, connection and configuration of various systemic elements including people, practices, policies, and structure.

Desired Outcome 7A: Articulate and create tools and methods to assist districts in creating an aligned system for learning.

Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will implement the strategic plan for implementation of CCSS	School leadership teams will develop a strategic plan to assist classrooms in the implementation of CCSS	District leadership teams will develop a strategic plan to assist schools and classrooms in the implementation of CCSS	Co-ops, STEM Centers, organizations, and stakeholders will support the ADE strategic plan	ADE will develop a strategic plan to assist regions, districts, schools, and classrooms in the implementation of CCSS
2012-2013	PLCs will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	School leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the school strategic plan	District leadership teams will utilize data from the online self-monitoring tool for implementation of CCSS to revise the district strategic plan	Co-ops, STEM Centers, organizations and stakeholders will support the use of the online self-monitoring tool for implementation of CCSS	ADE, in conjunction with Arkansas ASCD, will design an online tool for schools and districts to self-monitor implementation of CCSS
2013-2014					

Desired Outcome 7B: Create a clear internal mission and vision to which all policies, structures, and practices are aligned.

Timeline	Classroom	School	District	Regional	State
2011-2012	Classrooms will promote learning that aligns to the vision, mission, and message regarding implementation of CCSS	Schools will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Districts will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	Co-ops, STEM Centers, organizations and stakeholders will align internal programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS	ADE will align internal department programs, policies, and activities to ensure a consistent vision, mission, and message related to the implementation of CCSS

2012-2013					
2013-2014					

Expanded Timeline for EL

TIMELINE OF IMPLEMENTATION

Activity	Timeline	Responsible Party	Documentation	Resources
Redesign of ESL Academy Training to Specifically Address CCSS	January – June 2012 With Implementation Beginning June 2012	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Stan dards and Accountability transition; Dr. Tracy Tucker, Director Curriculum; Staff	ESL Academy to provide outline of transition to CCSS training	ADE is committed to continuing its support of the ESL Academies, and requires no additional funding and staff time to implement its plan for transitioning its Academies and professional development to address college and career ready standards. ADE staff has already committed its scope of work to accomplish this. Assessment and Curriculum funding and staff requirements are currently being met with existing resources
Review and revision of ELL component of the Arkansas Comprehen-sive School Improve-ment Plan (ASCIP) for accountability to reflect LEA Common Core initiatives	Will Begin Fall of 2012 and Be Implemented by Academic Year 2013	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Sta ndards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Completed, revised ACSIP EL elements and evaluation rubric to be completed by August, 2013 Revised/new assessments and accountability goals (AYP/AMAO) to be implemented as per Common Core timetable	
Training on Parental outreach for EL families on CCSS	Began Fall of 2011 and will be ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle	Evidence of ELL parent engagement training to be reported by end of academic year 2013	

		Potter, Director, Assessment; Standards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff		
Coordination with Career Education has already begun (bilingual materials and professional development on career ready standards), and will be ongoing	ongoing	Dr. Andre Guerrero, Director, Title III; Assessment transition; Dr. Gayle Potter, Director, Assessment; Standards and Accountability transition; Dr.TracyTucker, Director, Curriculum; Other ADE Staff	Evidence of Career Education partnership activities to be reported by end of academic year 2013	

Expanded Timeline for SPDG

TIMELINE OF IMPLEMENTATION

Activities	Timeline	Responsible Party	Documentation	Resources
Goals: Establishment of an integrated statewide professional development network Strategic monitoring, planning, and implementation of scientifically-based interventions/strategies to meet identified needs of target schools in school improvement status Aggressive recruitment, training and capacity building to achieve 100% fully licensed special education teaches and increased retention for special education teaches	2009 – 2014 and ongoing	Martha Kay Asti, Associate Director, ADE Special Education; Suzann McCommon, Executive Director, Great Rivers Education Service Cooperative; Current SPDG Staff – Dr. Howie Knoff, grant director; Lisa Haley, literacy/math coordinator; Jennifer Gonzales, positive behavior support coordinator; Rosemary Burks, literacy consultant; Susan Friberg, literacy consultant; Lisa Johnson, literacy/behavior consultant; Rose Merry Kirkpatrick, co-teaching consultant; Sandy Crawley, recruitment/retention consultant; Marsha Scullark, administrative assistant	Much of the empirical foundation of the CTAG is based on Project ACHIEVE which was designated an evidence-based program by the U.S. Department of health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) in 2000; and with is listed on SAMHSA's National Registry of Evidenced-based Programs and practices (http://nrepp.samhsa.gov) The SPDG files an Annual Performance Report with the U.S. Department of Education's Office of Special Education Programs (OSEP) around May 1st each year. It also has quarterly conference calls to discuss the grant's progress with the OSEP Project Officer assigned	The SPDG, including staff, are funded through September 30, 2014 for $1 million per year. The funds have been provided by the U.S. Department of Education's Office of Special Education Programs.
Activities: Professional development partnerships explored with nine Educational Service Cooperatives Existing web-based materials developed during the first 5-year SPDG, were reviewed and updated 35 PBSS Facilitators	Year I 2009 - 2010		Strategic planning partnerships were established with ADE's Smart Accountability state support Teams and the ADE-SEU Monitoring and Program Effectiveness Compliance Teams Nine Strategic Implementation Model (SIM) Professional Developers were certified through the collaborative efforts with the University	

were surveyed regarding the PBSS certification process Progress was made toward achieving two parent mentors for each school district to provide information and training for other parents in scientifically-based literacy and behavior interventions Arkansas' Smart Accountability process was approved by the U.S. Department of Education in January 2009 to help the ADE differentiate and support schools across the state in School Improvement Status Training that integrated components from the ADE's Scholastic Audit and the Project ACHIEVE Implementation Integrity Self-Evaluation (PRAIISE) tool was conducted Schools in School Improvement Status who would participate in the SPDG were identified; strategic planning and implementation plan development to occur during the early part of Year 2			of Kansas' Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning A total of 93 scientifically-based professional development/training activities were carried out during Year 1 involving a total of 4,084 ADE, Educational Cooperative and local school district personnel 164 potential parent mentors identified from 39 school districts Follow-up activities to these professional development/training activities included 102 on-site consultations involving 870 participants 91.7% of Arkansas' special education teachers were certified and highly qualified This is a slightly upward trend from previous years SPDG financial support and on-site mentoring were provided for 22 novice teachers participating in the Pathwise Mentoring Project 63.6% of novice special education teachers were retained after three years of teaching, compared to 67% after two years of teaching Stipends were provided for 20 paraprofessionals working toward special education teacher certification	

Aggressive recruitment activities were carried out to include: job fairs; use of TeachArkansas, efforts to provide financial support for districts' use of Teaches-Teachers.com; efforts to encourage districts' use of strategies developed with the National Special Education Personnel Center, and strategies to attract middle and high school students to teaching careers in special education			80 special education teachers were provided stipends to assist them in obtaining full licensure 60 pre-service training students completed a credential program in special education within Arkansas colleges and universities	
The SPDG's school leadership and strategic planning, response-to-intervention (RTI)/closing the achievement gap (CTAG), and school improvement processes have become more completely embedded into the ADE's Smart Accountability process	Year II 2010 – 2011 and ongoing		A total of 36 tools, products, and resources for were developed in areas of behavior, literacy, mathematics, data-based problem-solving, and leadership A new regional specialty support team designed with dedicated SPDG staff assigned to each of five Smart Accountability regions A total of 277 scientifically-based professional development activities were carried out during Year 2 including inservice sessions involving a total of 675 ADE, Educational Cooperative, and local school district personnel	

			Twenty (20) SIM Professional Developers have been certified through collaborative efforts of the ADE, SPDG, University of Kansas Center for Research on Learning, and the University of Central Arkansas' Mashburn Center for Learning Nine (9) additional SIM potential professional developers are currently in the internship process and will become certified SIM Professional developers in July, 2011 A total of 28 building leadership teams from 14 Arkansas school districts participated in co-teaching professional development provided by the ADE in Fall, 2010 69.5% of novice special education teaches were retained after three years of teaching	
SPDG staff continues to serve as full members on the Specialty Support Teams (SST's) that are working out of the ADE's Learning Services Division. SPDG coordinator for math/literacy is working on a national committee	Year III 2011 – 2012 (to date) and ongoing		SPDG staff continues to develop multi-media professional development materials in the areas of leadership, strategic planning and organizational development, literacy, mathematics, PBSS, data-based problem solving, and/or recruitment/retention	

with U.S. Department of Education on integrating mathematics instruction and the RTI process				
			Recent accomplishments include: A response to intervention Model Implementation Guidebook An RTI/CTAG Essential Questions and Answers Document A PowerPoint training module on "Differentiating and Adapting Instruction" A PBSS School Implementation Guidebook A PBSS Resource Analysis Guidebook A PBSS Behavioral Matrix Training Guidebook A PBSS Organizational Assessment Guidebook The beginning development of a three course PBSS series with a national on-line college in the areas of classroom management, social skills instruction, and classroom-based interventions for challenging students	

			Process"	
SPDG continues relationship with Mashburn Institute (SIM Project)			SPDG staff provided SIM training and technical assistance in a number of secondary schools across the state	
The SPDG continues to support special education recruitment and retention activities across the state, as well as financially supporting paraprofessionals working toward their highly qualified status and undergraduate students who are earning licensure in different areas of special education				

ARKANSAS DEPARTMENT OF EDUCATION

Common Core Guiding Coalition
September 2, 2011

Attachment 10

Title	First Name	Last Name	Position	School District	City	E-mail Address
Dr.	Richard	Abernathy	Executive Director	Arkansas Association of Educational Administrato	Little Rock	r.abernathy@theaaea.org
Ms.	Debbie	Atwell	Director of Secondary Curriculum	Van Buren School District	Van Buren	datwell@vbsd.us
Ms.	Phoebe	Bailey	Teacher Center Coordinator	Southwest Arkansas Education Service Cooperat	Hope	phoebe.bailey@swaec.org
Ms.	Lisa	Baker	Director of Personnel	Cabot School District	Cabot	lisa.baker@cps.k12.ar.us
Mr.	Shane	Broadway	Interim Director	Arkansas Department of Higher Education	Little Rock	shane.broadway@adhe.edu
Dr.	Tamekia	Brown	Principal	Morrilton Senior High School	Morrilton	tbrown@pcssd.org
Ms.	Deborah	Bruick	Assistant Superintendent	Bryant School District	Bryant	dbruick@bryantschools.org
Ms.	Carla	Curtis	Special Education Supervisor	Ozarks Unlimited Resources Cooperative	Valley Springs	carla.curtis@fayar.net
Ms.	Debbie	Davis	Director	Arkansas Leadership Academy	Fayetteville	dadavis@uark.edu
Mr.	Dan	Farley	Executive Director	Arkansas School Boards Association	Little Rock	dan@arsba.org
Dr.	Mary	Gunter	Dean, Graduate College	Arkansas Tech University	Russellville	mgunter@atu.edu
Ms.	Michelle	Hayward	Principal	McNair Middle School	Fayetteville	michelle.hayward@fayar.net
Ms.	Barbara	Hunter Cox	Teacher Center Coordinator	Crowley's Ridge Education Cooperative	Harrisburg	bhuntercox@apsrc.net
Ms.	Becky	Jester	Director	Dawson Education Service Cooperative	Arkadelphia	beckyj@dawson.dsc.k12.ar.us
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Ms.	Ginny	Kurrus	Past President	Arkansas PTA	Little Rock	ginkurrus@aol.com
Ms.	Janet	Lawrence		Arkansas Department of Higher Education	Little Rock	janet.lawrence@adhe.com
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Ms.	Suzann	McCommon	Director	Great Rivers Educational Cooperative	West Helena	smc@griver.grsc.k12.ar.us
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Ms.	Tonya	Russell	Director	Arkansas Department of Human Services / Division of Child Care and Early Childhood Education	Little Rock	tonya.russell@arkansas.gov
Ms.	Jacki	Smith	Principal	Arnold Drive Elementary School	Jacksonville	jsmith@pcssd.org
Ms.	Kathy	Smith		The Walton Family Foundation	Bentonville	ksmith@wffmail.com
Mr.	Scott	Smith	Executive Director	Arkansas Public School Resource Center	Little Rock	ssmith@apsrc.net
Dr.	Ellen	Treadway	Teaching and Learning Specialist	Arkansas Public School Resource Center	Little Rock	etreadway@apsrc.net

As of 11/15/10

Tests and Assessments

We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.

Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For More Information on How You Can Support Your Child's Education, Visit http://www.pta.org/ or these Web sites:

Arkansas Department of Education Common Core State Standards
http://arkansased.org/educators/curriculum/common_core.html

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Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for Elementary Schools

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don' know where to turn to find out if they are learnir what they are supposed to know.

And what do students really need to know in this competitive, 21st century, global economy? Are they on the path for college and career readiness?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.

What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Informational texts include literary nonfiction and historical, scientific and technical texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades K-5.

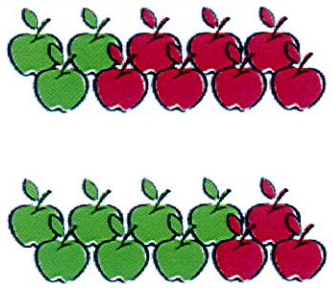
Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
K-1	*Are You My Mother?* by P.D. Eastman	literature
K-1	*My Five Senses* by Aliki	informational
2-3	*Henry and Mudge: The First Book of Their Adventures* by Cynthia Rylant	literature
2-3	*From Seed to Plant* by Gail Gibbons	informational
4-5	*Tuck Everlasting* by Natalie Babbitt	literature
4-5	*Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger	informational

Math

The math standards emphasize that every student can be good in math. The standards set good math habits and strategies as top priorities for students in each grade. Some of those good math practices are active problem solving, persistence, precision, use of solid procedures, and checking to see if the answer makes sense.

The standards are designed to get students used to the idea of paying close attention to pattern and structure in problems. For instance, young students might notice the pattern and structure shown below



3 and 7 more is the same amount as 7 and 3 more

Math standards for grades K-5 are structured so that students get a solid foundation in arithmetic. The standards allow for the time it takes teachers to teach core concepts and procedures and the time it takes students to really master them.

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Putting It All Together in Arkansas with Common Core State Standards

Common Core State Standards in Arkansas for Middle Schools

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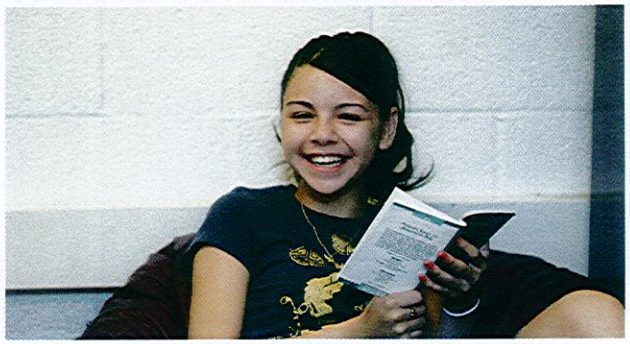

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The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 6-8.

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EXAMPLE BOOK	READING
A Wrinkle in Time by Madeleine L'Engle	literature
The Adventures of Tom Sawyer by Mark Twain	literature
Harriet Tubman: Conductor on the Underground Railroad by Ann Petry	informational
Math Trek: Adventures in the Math Zone by Ivars Peterson and Nancy Henderson	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

Math

The math standards emphasize that every student can be good in math. With a solid K-5 math foundation, students will learn and apply more demanding math concepts and procedures in middle and high school. Students who have mastered the standard through the 7th grade will be well prepared for algebra in 8th grade. Below is an example of a math standard for 6th grade.

6TH GRADE: Understand ratio concepts and use ratio reasoning to solve problems.

FOR EXAMPLE:

The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.

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We all make on-going assessments in the process of a day when we answer questions for ourselves such as, "Is there enough gas in the tank to drive home?" and "Are there enough ingredients to make a recipe?" To improve student achievement, students must clearly understand what they are supposed to learn and where they are along the way to learning it.

Ongoing formative assessments provide feedback to students and teachers during the teaching and learning process. Formative assessments include teacher questioning, discussions, learning activities, conferences, interviews and student reflections. Based on feedback from these activities, teachers might change their instruction mid-course.

Arkansas is a governing state in the Partnership for Assessment of College and Career Readiness (PARCC) which has formed to create a next generation assessment system to provide more services and supports to students and teachers than currently available. The common assessment is a natural continuation of the work already underway in Arkansas and builds on our current system. By partnering with other states, we will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Arkansas students and teachers.

The common assessment system aligned with the Common Core State Standards will be implemented in the 2014-15 school year. Until the new system is designed, piloted, and implemented, the state will continue using the Benchmark and End of Course exams to assess students in mathematics, English language arts, and science.

Parent Resources

Students, parents, and teachers will share the same expectations for student learning across much of the country once the Common Core State Standards are in place. We already have tools, however, that can be used in parent-teacher conversations.

Individual student reports on state test results are packed with scores and indicators about a student's academic achievement. Arkansas School Performance Reports give an account of school and district performance. By partnering with teachers to discuss student and school achievement, we are contributing to our children's education.

For More Information on How You Can Support Your Child's Education, Visit http://www.pta.org/ or these Web sites:

Arkansas Department of Education Common Core State Standards
http://arkansased.org/educators/curriculum/common_core.html

Arkansas School Report Cards
http://arkansased.org/testing/performance_report.html

State Test Results for Students
http://arkansased.org/testing/test_scores.html

For More Information
Contact Your Local School or
Visit the Arkansas Department of Education Web Site: http://arkansased.org/index.html

Putting It All Together in Arkansas with Common Core State Standards

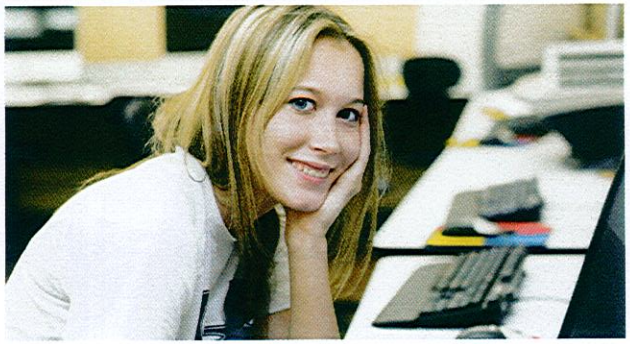
Common Core State Standards in Arkansas for High Schools

We all want our children to succeed in learning. At home, we can tell when our children are learning to take care of themselves and to take more responsibility for daily living activities.

As parents, we look at our children's grades and observe how happy or frustrated they seem to determine their success in school. Often we don' know where to turn to find out if they are learnin what they are supposed to know.

And what do students really need to know in thi competitive, 21st century, global economy? Are they on the path for college and career readiness?

In July 2010, the Arkansas State Board of Education took a major step in setting clear, consistent academic expectations for our students by adopting the Common Core State Standards.



What Are the Common Core State Standards?

These standards describe what students are supposed to know from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace.

These are high standards based on research, comparisons with other countries, and input from teachers, school administrators, parents, college entrance test developers, policymakers and business leaders.

These standards offer consistent expectations for student learning across much of the nation. As a result, school transitions after a family moves across district or state lines should be much easier for everyone. Over 40 states and the District of Columbia have adopted the Common Core State Standards. The new standards will be implemented in grades K-2 beginning the fall of 2011, followed by grades 3-8 in the fall of 2012. The new standards will be in place in each Arkansas classroom K-12 beginning in the 2013-2014 school year.

Now What?

Common Core State Standards, along with an effective classroom curriculum and improved teaching, will help raise our students' achievement. Training will be provided to Arkansas's teachers and principals to prepare them to teach and lead based on the new standards.

In addition to moving to state designed professional development resources, Arkansas will leverage national collaborative efforts that are currently underway to provide K-12 educators a variety of tools and resources, including a shared content framework.

English Language Arts

The Common Core State Standards set goals for student mastery in English language arts. The study of English language arts includes reading, writing, speaking and listening. English language arts expectations are established for each grade across all subjects including science, history, social studies and technical subjects. Vocabulary words such as ***lava, carburetor, legislature, circumference and aorta*** are just a few examples of how language arts expectations can have an impact on a variety of academic subjects.

The standards include examples of appropriate books for students to read at each grade level in literature and informational texts. Teachers will choose the reading assignments for their students using the examples as a guide. At the top of the next panel are some suggested reading examples for grades 9-12.

Just as an example, the document you are reading right now would be at the 7th or 8th grade reading level according to the standards.

GRADE LEVELS	EXAMPLE BOOK	TYPE OF READING
9-10	*The Odyssey* by Homer	literature
9-10	*The Story of Science: Newton at the Center* by Joy Hakim	informational
11-12	*Pride and Prejudice* by Jane Austen	literature
11-12	*1776* by David McCullough	informational

English language arts standards include expectations for students to develop their writing. Most of today's middle and high school students focus on narrative writing. Writing about opinions, beliefs and personal experiences is narrative writing. In college or the workplace, however, most writing focuses on informing and explaining. So, the new standards emphasize writing to inform and explain. The new standards also focus on writing arguments to support claims.

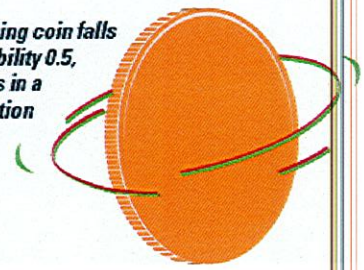
Math

High school math standards address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. The standards guide students to develop in their mathematical understanding and ability. Students will be asked to apply math to new situations just as college students and employees regularly do. Below is a standard in statistics.

Understand and evaluate random processes underlying statistical experiments.

FOR EXAMPLE:

If a model says a spinning coin falls heads up with a probability 0.5, would a result of 5 tails in a row cause you to question the model?



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

(/)

- Educators (http://www.commoncorearkansas.org/educators/)
- Parents (http://www.commoncorearkansas.org/parents/)
- Community (http://www.commoncorearkansas.org/community/)

- What? (http://www.commoncorearkansas.org/what/)
- Why? (http://www.commoncorearkansas.org/why/)
- How? (http://www.commoncorearkansas.org/how/)

Resources

Videos

The Hunt Institute and the Council of Chief State School Officers have commissioned a series of videos that explain the Common Core State Standards in depth.

To access the full introduction to the Standards videos, please click here (http://www.youtube.com/user/TheHuntInstitute#p/u/0/9IGD9oLofks):

Introduction to the Common Core Mathematics Standards (http://www.youtube.com/user/TheHuntInstitute#p/u/1/d1MVErnOD7c)

Introduction to the Common Core English-Language Arts Standards (http://www.youtube.com/watch?v=dnjbwJdcPjE&feature=relmfu)

Understanding the conventions of standard English writing and speaking (http://bit.ly/qzE8i7)

Understanding Operations and Algebraic Thinking across Common Core State Standards (http://bit.ly/p0QRG0)

Mastering the three basic types of writing in Common Core (http://www.youtube.com/user/TheHuntInstitute#p/u/4/Jt_2jl010WU)

Understanding the Importance of Common Core mathematical practices in the real world (http://www.youtube.com/user/TheHuntInstitute#p/u/16/m1rxkW8ucAI)

Russellville School District and Arkansas Tech University partner to implement the Common Core State Standards- June 2011 (http://arkansased.org/about/galleries/vg_ccss_062211/ccss.html)

What the Common Core State Standards Initiative means for schools, students and teachers in Arkansas – August 2010 (http://arkansased.org/educators/curriculum/common_core.html)

Presentations

The Partnership for Assessment of Readiness for College and Careers support state efforts to implement and transition to the Common Core Standards—August 2011 (/wp-content/uploads/2011/09/parcc-overview-and-updates1.pdf)

Understanding the Common Core State Standards for English language arts, literacy in history/social studies, science and technical subjects—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf)

Understanding the Common Core State Standards for mathematics—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf)

Arkansas implementation guide to the Common Core State Standards—April 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_charting_course_042911.pdf)

Examining the state adoption of Common Core State Standards for English language arts & literacy in history/social studies, science and technical subjects – February 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf)

Examining the state adoption of Common Core State Standards for Mathematics – February 2011 (http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf)

Overview of the Common Core State Standards Initiative – July 2010 (http://www.arkansased.org/about/ppt/common_core_071210.ppt)

For Parents

Common Core State Standards implementation timeline for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf)

Implementing Common Core State Standards in Arkansas Elementary Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_elementary_072711.pdf)

Implementing Common Core State Standards in Arkansas Middle Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_middle_school_072711.pdf)

Implementing Common Core State Standards in Arkansas High Schools – July 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_brochure_high_school_072711.pdf)

The Parent's Guide to Student Success in Common Core State Standards (http://www.pta.org/4446.htm)

Customized guides are available for school districts, boards of education and PTAs to co-brand using a name and logo (http://www.globalprinting.com/fulfillment_management/national-pta/). Enter Username: **pta_user**, Password: **global**. It will look like you are placing an order, but there is no charge. Processing will take approximately three days.

For Educators

Arkansas Department of Education Common Core State Standards curriculum and instructions page (http://ccssarkansas.pbworks.com/w/page/41448809/ADE-Common-Core-State-Standards-(CCSS)-Wiki-Homepage)

Comparing the Common Core State Standards with the Arkansas Curriculum Frameworks for English language arts and mathematics. (http://ccssarkansas.pbworks.com/w/page/32131061/CCSS-Arkansas) The analysis results are contained within each of the Excel files: one for English language arts and one for mathematics. The site also provides a user's guide for understanding the Common Core Analysis Results, as well as guidelines for using Excel.

Common Core State Standards implementation timeline for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_timeline_040711.pdf)

Common Core State Standards district transition plan for Arkansas public schools – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_district_questions_040711.pdf)

What every Arkansas educator needs to know about Common Core State Standards – June 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf)

Common Core State Standards sample performance tasks for kindergarten through 12th grade – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_informational_042211.pdf)

Common Core State Standards sample performance tasks in stories and poetry for kindergarten through 12th grade – April 2011 (http://www.arkansased.org/educators/pdf/curriculum/ccss_sample_stories_042811.pdf)

The Common Core Curriculum Mapping Project for English Language Arts (http://www.commoncore.org/maps/)

Comparing Common Core State Standards in English language arts and mathematics – February 2011 (http://www.arkansased.org/educators/pdf/curriculum/side_english_math_021511.pdf)

Achieve supports adopting the Common Core State Standards – August 2010 (http://www.arkansased.org/educators/pdf/curriculum/ccss_support_081610.pdf)

Shared Resources Among School Districts

On the road to implementation: Common Core Standards with common sense (http://web.me.com/acaciatc/UACC/Intro.html)

Common Core State Standards Quick Reference Guide (http://commoncore.cjrwbeta.com/wp-content/uploads/2011/09/Quick-Reference-Guide-Inside-the-Common-Core1.pdf)

Share:

(http://www.facebook.com/share.php?u=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F&t=Resources)

(http://twitter.com/home?status=Resources%20-%20http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F)

(mailto:?subject=Resources&body=http%3A%2F%2Fwww.commoncorearkansas.org%2Fresources%2F)

Know the Facts

Common Core State Standards support the development of a unified, comprehensive and consistent assessment system.

Video (/video/)

FAQ (/faq/)

- **Contact (http://www.commoncorearkansas.org/contact/)**
- **FAQ (http://www.commoncorearkansas.org/faq/)**
- **Resources (http://www.commoncorearkansas.org/resources/)**
- **News (http://www.commoncorearkansas.org/news/)**
- **CCSS Initiative (http://www.corestandards.org)**
- **PARCC (http://www.achieve.org/PARCC)**

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A Guide for Professional Development Planning for Implementation of the Common Core State Standards

Arkansas Department of Education
November 2011

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

ARKANSAS DEPARTMENT OF EDUCATION
LEADERSHIP SUPPORT SERVICE

Forward: Professional Learning

The adoption of the Common Core State Standards (CCSS) in English Language Arts and Mathematics by the Arkansas State Board of Education on July 12, 2010, serves as a catalyst for the transformation of K-12 education in Arkansas. Because the standards are anchored in the knowledge and skills for all students to be successful in college and career, the effectiveness of their implementation requires all educators to teach in a manner consistent with the intended purpose of common, rigorous standards. This expectation, in turn, will require sustained professional development efforts in all Arkansas schools during the next three years.

This transition period between the adoption of the CCSS in 2010 and the first administration of the assessment of the CCSS in 2014-15 school year requires a phased approach for Arkansas districts and schools, with successive levels of implementation, each a prerequisite for the next phase.

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

Each of the phases demands intensive professional learning at the local level.

Research has shown that successful professional learning requires a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement," *Learning Forward* (formerly the National Staff Development Council).

Learning Forward's Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Educators in districts and schools across Arkansas will need systems that incorporate these research-based elements of practice to create a coherent, consistent culture of learning.

A Guide for Professional Development Planning for Implementations of the Common Core State Standards lays out in detail the priorities that are the most significant and that will take both time and effort to fully implement in Arkansas classrooms. Many educators have already begun to explore the CCSS and how the standards will impact their existing curriculum and instructional practices. However, all educators and students will benefit – in the short term and long term – from the guidance in these recommendations for professional learning. There is significant work to be done, and we urge curriculum directors, instructional leaders, instructional facilitators, and teachers to review this document carefully and make thoughtful choices for the necessary transition in their schools.

The CCSS, powered by effective professional development systems, are a significant driver of the transformation of education in Arkansas. A truly effective implementation of the CCSS demands innovation in learning environments, technology, and systems that support all students to meet rigorous 21st century expectations. This document serves as a professional development guide for districts and schools in their implementation of the CCSS. It will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Arkansas.

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Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

A thorough understanding of the CCSS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum and assessment. Districts should outline a strategic plan with goals for implementing Common Core State Standards and assessments. The goals will drive the evaluation of the district plan.

Phase One Recommendations for Professional Development

1. **All educators will be aware of the CCSS vision and will be familiar with the CCSS documents. (References A-D)**
2. **All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready. (References E-F)**
3. **Educators will identify the student behaviors of learners that are college and career ready. (Reference G)**

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Every educator should have access to the Common Core State Standards. Educators will need to read the standards very closely. Educators should read all components of the standards documents including the introduction and explanation pages throughout the document. Reading one grade level is not enough to fully understand the impact of CCSS. http://www.corestandards.org/the-standards Educators may want to view the standards in a different format.
   ELA http://www.corestandards.org/the-standards/english-language-arts-standards
   Mathematics http://www.corestandards.org/the-standards/mathematics

B. Read the What, Why and How of CCSS on the website. Watch the ADE video and discuss the impact on Arkansas. Check educator's understanding of the CCSS vision. http://www.commoncorearkansas.org/

C. Identify a facilitator to lead the whole group or small groups through a book walk of the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Examining the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_english_021511.pdf
   b. Examining the Common Core State Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_021511.pdf

D. Watch the Hunt Institute Videos.
   a. *Common Core State Standards: Principles of Development*
   http://www.youtube.com/user/TheHuntInstitute#p/u/3/d1MVErnOD7c
   b. *The English Language Arts Standards: Principles of Development/ What They Are and Who Developed Them* http://www.youtube.com/user/TheHuntInstitute#p/search/1/d1MVErnOD7c
   c. *The Mathematics Standards: How They Were Developed and Who Was Involved*
   http://www.youtube.com/user/TheHuntInstitute#p/u/4/dnjbwJdcPjE

E. Identify a facilitator to lead the whole group or small groups through a closer look at the CCSS documents. The facilitator may use the following presentations as guides. Please note these presentations are available in PPTX on the ADE website. http://arkansased.org/educators/curriculum/common_core.html
   a. Building a Deeper Understanding of the Common Core Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects
   http://arkansased.org/educators/pdf/curriculum/ccss_ela_042611.pdf
   b. Building a Deeper Understanding of the Common Core Standards for Mathematics
   http://arkansased.org/educators/pdf/curriculum/ccss_math_051711.pdf

F. Watch the Hunt Institute Videos.
   a. *The English Language Standards: Key Changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/5/JDzTOyxRGLI
   b. *The Mathematics Standards: Key changes and their Evidence*
   http://www.youtube.com/user/TheHuntInstitute#p/u/15/BNP5MdDDFPY

G. Compare the Student Behaviors expected in the CCSS. The ELA document outlines the portrait of students (seven capacities) on page 7. The Math document identifies eight Standards for Mathematical Practice on pages 6-8. The Framework for K-12 Science Education identifies eight Scientific and Engineering Practices in chapter 3. These expectations are observable behaviors that a college and career ready learner develops and strengthens over time (K-12). Evidence of this development should indicate strategic use of these practices as the learner works through

new experiences and problems. Check educators understanding of the progressions and practices noted in the standard documents.

a. ELA (page 7) http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
b. Mathematics (pages 6-8) http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
c. Science (chapter 3) Please note you can download a free PDF http://www.nap.edu/catalog.php?record_id=13165

Figure A: Student Practice and Capacities

ELA Capacities	Mathematical Practice	Scientific and Engineering Practices
Demonstrate independence	Make sense of problems and persevere in solving them	Asking questions (for science) and defining problems (for engineering)
Build strong content knowledge	Reason abstractly and quantitatively	Developing and using models
Respond to the varying demands of audience, task, purpose, and discipline	Construct viable arguments and critique the reasoning of others	Planning and carrying out investigations
Comprehend as well as critique	Model with mathematics	Analyzing and interpreting data
Value evidence	Use appropriate tools strategically	Using mathematics, information and computer technology, and computational thinking
Use technology and digital media strategically and capably	Attend to precision	Constructing explanations (for science) and designing solutions (for engineering)
Come to understand other perspectives and cultures	Look for and make use of structure	Engaging in argument from evidence
	Look for and express regularity in repeated reasoning	Obtaining, evaluating, and communicating information

For further study:
Examine all of the resources in the Introduction and Steps 1-3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Read more about the Common Core State Standards. See the mission statement and About the Standards tab.
http://www.corestandards.org/

Arkansas is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Examine the information on each page. To register for the latest information from PARCC, educators may enter their email address in the top right corner under "Stay Informed". http://www.parcconline.org/

Read the NEA Policy Brief, Common Core State Standards: A Tool for Improving Education. http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

View a video and read additional documents regarding the purpose of CCSS from the Hunt Institute. For more videos see Attachment A. http://www.hunt-institute.org/knowledge-library/articles/2010-4-22/understanding-common-core-state-standards-thomas-b-fordham-institute/

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Two when educators have met three objectives:

1. All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
2. All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
3. Educators will identify the student behaviors of learners that are college and career ready.

Educators may need to return to actions in Phase One to clarify understandings about the standards, to revisit the learning progressions and/or to evaluate the progress of students in developing the practices and capacities.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the vision for CCSS and where information can be located. Please guide parents and community to the ADE Common Core website. http://www.commoncorearkansas.org/

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the ELA and mathematics standards

Beyond a close reading, the CCSS will require intensive, sustained professional development initiatives at the district and school levels during the next several years in order to effectively implement the instructional shifts in the CCSS. There is new learning for all educators implicit in the concepts contained in the standards. The Arkansas Department of Education, together with a group of our professional development partners, has defined priorities for going deeper into the instructional shifts implicit in the CCSS for ELA and Mathematics. All Arkansas educators must be thoughtfully engaged in the ongoing professional learning necessary to improve the learning of all students in the 21st century.

Phase Two Recommendations for Professional Development

1. Educators will identify significant instructional shifts in ELA and mathematics. (References A-C)
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS. (Reference D)

References/Resources:

These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative groups to study the PARCC Model Content Frameworks. Conversations in grade level and vertical teams should focus on the recommendations in the framework documents and the impact on student learning.
   a. English Language Arts/Literacy Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release.pdf
      Listen to the authors of the PARCC Model Content Frameworks for ELA - Literacy and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks

   b. Mathematics Grades 3-11
      http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf
      Listen to the authors of the PARCC Model Content Frameworks for Mathematics and view the PowerPoint.
      http://www.parcconline.org/parcc-content-frameworks

B. Educators will work in collaborative groups to identify the significant instructional shifts in CCSS. A team of educators has identified instructional shifts for ELA and mathematics. Please see the attachments to study each instructional shift. Grade level teams and vertical teams should discuss the impact of these instructional shifts. Encourage teams to reference professional texts to learn more about each instructional shift.
   a. ELA – See Attachment B
   b. Mathematics – See Attachment C

C. Educators will work in collaborative groups to examine and discuss learning progressions. This requires a deeper analysis of the grade level standards and much conversation and reflection from educators. Common Core State Standard Institute #4 will address learning progressions. Date: May 10, 2012: See the website for more information. www.arkansasideas.org/commoncore
   a. ELA
      Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Washington, D.C.: The Council of Chief State School Officers. Despite familiarity with curricula and standards, many teachers have little understanding of how student learning progresses which affects their ability to formatively assess learning in the classroom. Heritage argues that explicit learning progressions—descriptions of how students move toward successively more sophisticated levels of knowledge and understanding in specific subjects—can help provide teachers with the information they need to determine where student learning lies in relation to standards and what to do in order to move students toward desired outcomes. Heritage provides various definitions, examples, and methods for developing learning progressions, addressing the implications for instruction and formative assessment.
      http://www.ccsso.org/Documents/2008/Learning_Progressions_Supporting_2008.pdf
   b. Mathematics
      The Common Core Standards Writing Team. (2011, April 7). *Progressions for the Common Core State Standards in mathematics (draft): K-5, number and operations in base ten*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations"—are recently released drafts of these revised progressions which lay out a pathway for student learning.
      http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf

The Common Core Standards Writing Team. (2011, April 22). *Progressions for the Common Core State Standards in mathematics (draft): 6-8, expressions and equations*. Authors of the Common Core State Standards (CCSS) along with other experts, are beginning to update and refine these learning progressions, descriptions of the steps through which the typical student's learning progresses from novice to expert understanding in a given topic, to serve as essential companions to the standards themselves. These two documents—"K-5, Number and Operations in Base Ten" and "6-8, Expressions and Equations" —are recently released drafts of these revised progressions which lay out a pathway for student learning. http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_ee_2011_04_25.pdf

Daro, P., Mosher, F., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction*. Consortium for Policy Research in Education. This report provides an introduction to work being done in the area of learning trajectories to improve mathematics instruction and guide the development of better curriculum and assessments. By focusing on the identification of significant and recognizable clusters of concepts and connections in students' thinking, the authors argue that learning trajectories offer a stronger basis than traditional "scope and sequence" approaches for describing the interim goals that students should meet if they are to achieve college and career readiness. In addition, trajectories provide reference points for designing both summative and formative assessments that offer more useful feedback for instruction than assessments that compare where students stand in comparison with their peers. The report includes background on the origins of this approach, implications for classroom practice, recommendations for next steps, and examples of learning trajectories.
http://www.cpre.org/ccii/images/stories/ccii_pdfs/learning%20trajectories%20in%20math_ccii%20report.pdf

Hess, Karin K., (Ed.) December 2010. *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in Mathematics K-12.* National Alternate
Assessment Center at the University of Kentucky and the National Center for the Improvement of Educational Assessment, Dover, N.H. (updated- v.3)
http://www.nciea.org/publications/Math_LPF_KH11.pdf

D. Educators will work in collaborative groups to identify targeted, professional learning needed to implement CCSS. Educators will develop an individual professional development plan and collaborate with groups to develop a school professional development plan (to be included in the ACSIP). Professional development for specific learning may be done in job-embedded professional learning communities or in collaborative group settings.

Please remember to include all educators in the professional development plan (i.e. SPED, ELL, G/T, content, fine arts, etc…). Arkansas Department of Education in collaboration with education cooperatives and university STEM centers will provide targeted professional development in a variety of formats: face-to-face workshops with online support, blended online with face-to-face collaboration, and facilitated online courses. See the attachments for the complete listing of available targeted, professional development available from ADE and partners.

a. ELA – See Attachment D
b. Mathematics - See Attachment E

For further study:
Examine all of the resources in Step 3 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Three when educators have met two objectives:

1. Educators will identify significant instructional shifts in ELA and mathematics.
2. Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Educators may need to return to actions in Phase Two to evaluate or clarify understandings about the learning progressions and/or to evaluate how the professional development has supported improvements in professional learning as evidence by student learning.

Parents and Community:
A school may use the resources/references listed above to design informational meetings for parents and community. It is important for parents and community members to understand the commitment for continued professional learning and the impact for student learning. The National PTA website has many tools that may enhance your collaboration with parents and community. http://www.pta.org/4034.htm

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

A deep understanding of the CCSS is essential to educators as they begin to analyze curriculum, instructional practices and assessment. During the next few years, educators will need to plan to utilize data to review and revise curriculum, instructional practices, and assessments to better support student learners to meeting the goal of college and career readiness. This job-embedded professional development involves grade-level groups and vertical teams utilizing data to make decisions.

Phase Three Recommendations for Professional Development

1. **All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards. (Reference A)**
2. **All educators will access the full range of assessment strategies to ensure success for all students. (Reference B)**

References/Resources:
These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. Educators will work in collaborative teams to develop and adopt curriculum that is aligned to the Common Core State Standards. Educators should examine instructional materials (current and potential purchases) for alignment to the rigorous standards of CCSS. The work of curriculum design and instructional materials selection should follow a process of instruction (based on the curriculum), gathering data on student progress, professional teams reflecting on the process and progress, making adjustments and needed revisions to curriculum, instruction and assessment, and repeating this process. A transition plan will be needed as grade spans begin the implementation of CCSS to ensure that all students receive grade level instruction as required by CCSS.
   a. ELA
      Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2 by David Coleman and Susan Pimentel.
      http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel.
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
English Language Arts Instructional Resource Analysis Tool for the Common Core State Standards
www.arkansasideas.org/commoncore

b. Math
Curriculum Analysis Tool developed by Bill Bush. This tool can be downloaded from www.commoncoretools.wordpress.com by scrolling down to Curriculum Analysis Tool.
Two-Tiered Approach to Analyzing Mathematics Instructional Resource Materials
www.arkansasideas.org/commoncore

B. Educators will develop an assessment system that is aligned to the Common Core State Standards. Considerable focus should be given to formative assessment. Collaborative teams of educators will meet in professional learning communities to examine student work and provide feedback regarding the curriculum, instructional practices, and assessment system.
   a. Heritage, M. (2007). *Formative Assessment Model.* Assessment and Accountability Center (AACC)/National Center for Research on Evaluation, Standards and Student.
   http://www.nycomprehensivecenter.org/docs/form_assess/ModelofFormativeAssessment.pdf
   b. Wylie, E.C. (2008). *Formative Assessment: Examples of Practice.* Washington, D.C.: The Council of Chief State School Officers. http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
   c. McManus, S. (2008). *Attributes of Effective Formative Assessment.* Washington, D.C.: The Council of Chief State School Officers. http://ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf
   d. Heritage, M. (2008). What is Formative Assessment and Where Does it Fit in the Big Picture? PowerPoint presentation.
   http://researchtoactionforum.org/resources/resources_pdfs/by_topic/Margaret-Heritage-PPT.pdf

For further study:
Examine all of the resources in the Introduction and Steps 4-5 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:

Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS. A school is ready to move to Phase Four when educators have met two objectives:

1. All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
2. All educators will access the full range of assessment strategies to ensure success for all students.

Educators will need to return to actions in Phase Three to review and evaluate curriculum, instruction and assessment.

Parents and Community:

The Parent's Guide to Success provides suggestions for supporting the implementation of CCSS.
http://www.pta.org/4446.htm

A webinar about the Parent's Guide to Success is accessible on the right side of the webpage, under the header Webinar Information. http://www.pta.org/4446.htm

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

To maximize all resources (human and capital) educators will need to examine all aspects of the learning system and determine what should be sustained, revised, or deleted. Throughout this phase, educators will need to discuss, learn, and search for information. On-going work will be done in this phase.

Phase Four Recommendations for Professional Development

1. **Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning. (References A-B)**

References/Resources:
These resources are intentionally sequenced to be used in an ongoing, job-embedded professional development process. It is expected that a facilitator will lead the groups in thoughtful and reflective conversations that may cause paradigm shifts among colleagues.

A. **Educators will analyze new supporting documents and make adjustments to curriculum, instruction, and assessment as needed. The PARCC consortium plans to post future documents on their website http://www.parcconline.org/classroom such as:**
   a. Content Frameworks
   b. Sample Instructional Units
   c. Sample Assessment Tasks
   d. Text Complexity Tool
   e. Educator Cadres
   f. Professional Development Assessment Modules
   g. College-Ready Tools

B. Educators will work collaboratively to collect and analyze data, reflect on the progress of meeting the goals of CCSS, and make needed revisions to the school's strategic plan. Educators may use tools such as:
   a. Standard Assessment Inventory (SAI) - The Arkansas Department of Education provides access for every Arkansas district and school to Learning Forward's Standard Assessment Inventory (SAi). http://www.sai-learningforward.org/ Tokens for taking and reviewing the survey are available by contacting the Teacher

Center Coordinator at your local education cooperative. The Fall 2011 token for state viewing is KUCKR. Tokens are updated each semester.

b. Classroom Walk-through (CWT) –The Arkansas Department of Education provides access for every Arkansas district and school to utilize Teachscape's online CWT data collection and reporting system. The Arkansas CWT Standard Survey is available to all districts and schools. Contact your local education cooperative if you are interested in CWT training. Districts may customize a survey by contacting Deborah.Coffman@arkansas.gov
Learn more about CWT on Arkansas IDEAS:
Teachscape's Classroom Walkthrough (CWT) 3.0 offers both a process and a technology to help instructional leaders promote, support, and sustain data-informed instructional improvement and higher student achievement. The Classroom Walkthrough process provides a framework for the walk and for the reflective discussions, data analysis, action planning, and progress monitoring that follows. Teachscape's Classroom Walkthrough technology provides instructional leaders with an easy-to-use data collection, reporting, and analysis system, which tracks improvement relative to research-based indicators. Additionally, there are multiple online modules to support the implementation and understanding of the CWT process.
http://lms-1.aetn.org/?redir=course&id=1001380

For further study:
Examine all of the resources in Step 6 of *What Every Arkansas Educator Needs to Know About Common Core State Standards.*
http://arkansased.org/educators/pdf/curriculum/ccss_resource_062111.pdf

Reflection:
A school will move back and forth through the four phases as educators encounter new professional learning and/or reflect on student learning. These phases are meant to be a process for considering professional learning that promotes the full implementation of the Common Core State Standards. Building leadership teams should check their progress in meeting the goals of the district strategic plan for CCSS.

Parents and Community:
Educators will need to continue to communicate their CCSS plan to parents and community. Be sure to post information on your school website. Encourage parents and community to participate in collaborative committees in support of the school's strategic plan.

SUMMARY of Recommendations:

Phase One: Building awareness of the CCSS among educators, including the rationale for having common standards across states

- All educators will be aware of the CCSS vision and will be familiar with the CCSS documents.
- All educators will understand the CCSS are learning progressions for students with the promise of being college and career ready.
- Educators will identify the student behaviors of learners that are college and career ready.

Phase Two: Going deeper into the standards to identify, understand, and implement significant instructional shifts implicit in the mathematics and ELA standards

- Educators will identify significant instructional shifts in ELA and mathematics.
- Educators will identify and participate in targeted, professional learning needed to implement CCSS.

Phase Three: Focusing on curriculum development/adoption and accessing the full range of assessment strategies to ensure success for all students

- All educators will collaborate to develop and adopt curriculum that is aligned to the Common Core State Standards.
- All educators will access the full range of assessment strategies to ensure success for all students.

Phase Four: Evaluating progress and making necessary revisions to the strategic plan to ensure success for all students.

- Educators will continue to meet in professional learning communities (PLC) to reflect on curriculum, instruction and assessment. Strategic plans will be updated to reflect learning.

Attachment A: A list of Hunt Institute Videos

Hunt's Institute Videos

These vignettes were developed to help diverse groups – educators, policymakers, parents –better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students.

Disclaimer

This video series is meant to be a learning tool that, accompanied by the Standards themselves, will bring greater meaning and understanding to educators, policymakers, parents, and the public as a whole. Viewing these videos alone does not provide comprehensive understanding about the Standards and their benefits for states. The video vignettes are not intended to substitute for deep exploration and discussion of the Standards. They are not curricula, nor are they instructional materials. They are meant to illustrate, give context, and expand upon the Standards themselves—and should always be used in concert with supporting documents and their appendices.

Title	Time	Writers	Short Description
Common Core State Standards: A New Foundation for Student Success	2:53	N/A	• Animated introductory segment • History of Standards, development • Promise of college-and-career ready students
The English Language Arts Standards: What They Are and Who Developed Them	8:00	David Coleman Susan Pimentel	• Detailed description of development process • General discussion of ELA standards • Five principles of development

The English Language Arts Standards: Key Changes and their Evidence	6:24	David Coleman Susan Pimentel	• Historical context of the need for change in ELA Standards • Five critical shifts from earlier standards: text complexity; analysis, inference and evidence; writing to sources; mastery of writing and speaking; academic vocabulary • Importance of academic vocabulary, especially for English Learners
Writing to Inform and Make Arguments	3:35	David Coleman Susan Pimentel	• Required mastery of three kinds of writing • Analytical writing • Rendering complex information clearly • Student writing styles/multiple disciplines
The Balance of Informational and Literary Texts in K-5	2:14	Susan Pimentel	• Shift the balance to 50 percent informational texts and 50 percent literature in elementary grades • Importance of balance in preparing for later grades and non-literary texts
Literary Non-Fiction in Grades 6-12: Opening New Worlds for Teachers and Students	1:33	Susan Pimentel	• Expanded use of literary non-fiction in later grades • In-depth discussion about the value of teacher expertise in cultivating students' deeper understanding of complex and varied texts
Literary Non-Fiction in the Classroom: Opening New Worlds for Students	2:27	David Coleman	• Opportunities for students to delve more deeply into more varied texts, especially literary non-fiction • Addresses student engagement with many sources: e.g. the *Preamble to the Constitution*, Lincoln's *Gettysburg Address*, and King's *Letter from a Birmingham Jail.*
Literacy in Other Disciplines	3:50	David Coleman	• How ELA Standards apply – and require mastery – across several disciplines (History/Social Studies, Science, and Technical Subjects) • In-depth discussion of Madison and *Federalist Paper 51*
Text-Dependent	10:20	David	• In-depth analysis and discussion of Dr. King's Letter from a Birmingham Jail

Analysis in Action: Examples from Dr. Martin Luther King, Jr.'s *Letter from a Birmingham Jail*		Coleman	• Explanation of the cognitive requirements of the Standards • Examples drawn from specific, well-argued paragraphs
Conventions of Standard English Writing and Speaking	1:44	Susan Pimentel	• Asserts the importance of good grammar • Applying complex conventions to writing and speaking as grade levels increase • Discussion of formal and informal communications
Speaking and Listening: The Key Role of Evidence	2:24	Susan Pimentel	• Standards for speaking and listening • Focus on collaboration in multiple settings in work or college • Preparation, respect, and problem-solving in formal and informal situations
The Crucial Role of Higher Education and Business in Developing the Standards	1:42	David Coleman	• Outline of the range of higher education professors and practitioners who were involved • Articulation of business leader involvement
The Mathematics Standards: How They Were Developed and Who Was Involved	8:11	William McCallum Jason Zimba	• General discussion of mathematics standards • Aspirations for mathematics instruction at higher levels • Greater mastery through focus and coherence • Review of groups involved • General discussion of mathematics progressions • What is and is not included at the elementary level • What happens at middle school • Discussion of migration away from strands and into domains of mathematics
The Mathematics Standards: Key Changes and Their Evidence	4:36	William McCallum	• General discussion of mathematics standards and goals • Description of domains and increased focus and coherence • Discussion of domains' discrete life spans • General description of the differences for high school mathematics, including real

			world applications and modeling
The Importance of Coherence in Mathematics	4:37	William McCallum	• In-depth description of coherence in mathematics, with examples • Need for mathematics domains to fit together for college and career preparation • Flows of the domains in mathematics; moving into a unified whole • Algebra as an example
The Importance of Focus in Mathematics	2:42	Jason Zimba	• First-year college remediation challenges • Mismatch between higher education and K-12 – more mastery of fewer topics vs. covering more • Focus as it relates to teachers' needs to build a solid foundation in early grades • Solid early foundation enabling greater success later
The Importance of Mathematical Practices	4:02	William McCallum Jason Zimba	• Standards for Mathematical practice –processes and proficiencies • Habits of mind of the mathematically proficient student • Description of modeling; applying mathematics outside the math classroom • Using mathematics tools in flexible, sophisticated, and relevant ways across disciplines • Technology, structure, and generalization
Mathematical Practices, Focus and Coherence in the Classroom	1:13	Jason Zimba	• Habits of mind • Coherence and focus • Implications for the classroom
Whole Numbers to Fractions in Grades 3-6	1:57	William McCallum	• Detailed description of the progression from adding and multiplying whole numbers into working with fractions
Operations and Algebraic Thinking	1:52	Jason Zimba	• Detailed description of the three domains of numbers and operations (Operations and Algebraic Thinking; Number and Operations in Base Ten; and Numbers and Operations–Fractions)

			• Arithmetic as a rehearsal for Algebra
High School Math Courses	2:49	William McCallum	• Careful, prescribed sequence of mathematics that builds skills and mastery for elementary and middle school • Explanation of two reasons for a different approach to high school • How mathematics is better connected and cohesive at high school levels • Modeling and probability/statistics in all math subjects
The Importance of Mathematical Progressions	2:02	William McCallum	• Progressions, with examples • Design of math progressions and how they play out in domains over grade spans • Connecting topics logically and sequentially
Mathematical Progressions - From the Student Perspective	3:08	Jason Zimba	• Student-centered discussion of the progressions in domains from one grade to another
Gathering Momentum for Algebra	2:08	William McCallum	• Description of "Algebra Wall" – a challenge for many students under previous standards • Ramp building from kindergarten to Algebra in all domains
Mathematical Fluency: A Balanced Approach	1:56	William McCallum Jason Zimba	• Balance between procedural fluency and conceptual understanding, with examples • Building on required fluencies
Ratio and Proportion in Grades 6-8: Connections to College and Career Skills	1:01	Jason Zimba	• Ratio and proportion—connections in elementary and middle grades and real world application • Foundations for high school mathematics
The Mathematics Standards and the	1:14	Jason Zimba	• General discussion of math standards

Shifts They Require			• for higher math performance • cohesiveness • goals of focus and coherence	Aspirations Links and Meeting
Helping Teachers: Coherence and Focus	1:39	William McCallum	• teachers in drafting math standards • – seeing forward and backward • doing fewer things more deeply • help teachers • highlighted	Role of Coherence Focus— Details that Fractions
Shifts in Math Practice: The Balance Between Skills and Understanding	1:02	William McCallum	• discussion • expectations • between skills and understanding • cognitive demand • for teachers to go more deeply with their students • students to not only "do" the math, but "use" the math	General Clear Balance Higher More time Preparing

Big Shifts in Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Appropriately Complex Texts Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will engage in reading texts of increasing complexity, including texts that will stretch their reading abilities. Note: Text complexity takes into consideration quantitative and qualitative measures as well as reader and task considerations.	**Common Core State Standards** Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. *(Common Core State Standards,* page 8) In *Common Core State Standards*, see also: *Appendix A*, pages 2-16 *Appendix B* (Text Exemplars) **Publishers' Criteria** All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the Standards. *(Publisher's Criteria K-2,* page 4; *Publisher's Criteria 3-12,* page 3)

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Characteristics of Complex Text • Contains sophisticated academic vocabulary • Supports rich dialogue • Enables complex tasks • Provides a source for deep thinking • Builds conceptual and world knowledge (*Publisher's Criteria K-2,* pages 2-3; *Publisher's Criteria 3-12,* pages 3-5) **Model Content Frameworks** Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade-levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. *(Model Content Frameworks,* page 8)
Increased Reading of Informational Texts Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will read informational texts to gain deeper understanding of a topic, idea, or event. Throughout the school day, students at grades K-5 should read a balance of 50% literature and 50% informational texts. Throughout the school day, the majority of texts read by students in grades 6-12 should be informational texts. By grade	**Common Core State Standards** The Standards require a balance between the reading of literature and the reading of informational texts including texts in history/social studies, science, and technical subjects. *(Common Core State Standards,* page 5) In *Common Core State Standards*, see also the *Introduction,* page 5 for distribution of reading informational texts at the grade-levels based on NAEP. *Appendix B* of the *Common Core State Standards* provides

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	12, at least 70% of texts students read should be informational texts. Fulfilling the Standards for grades 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In all disciplines, the majority of informational texts read by students should be viewed as arguments.	several examples of high-quality literary nonfiction. **Publishers' Criteria, K-2** In kindergarten–grade 2, the most notable shifts in the standards when compared to state standards include a focus on reading informational text and building coherent knowledge within and across grades. *(Publishers' Criteria, K-2*, page 1) In addition, to develop reading comprehension and vocabulary for all readers, the selected informational texts should build a coherent body of knowledge within and across grades. (The sample series of texts regarding "The Human Body" provided on page 33 of the *Common Core State Standards* offers an example of selecting texts to build knowledge coherently within and across grades.) *(Publishers' Criteria, K-2,* page 4) **Publishers' Criteria, 3-12** The standards emphasize arguments (such as those in the foundational documents of the United States) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). *(Publishers' Criteria, 3-12,* page 5) **Model Content Frameworks** In elementary grades, there is a 50/50 balance of literature and nonfiction texts, whereas in high school, informational texts are to be more prominently featured. *(Model Content Frameworks,* page 7)

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Content Area Literacy Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.CCR.10	To build content knowledge, students will read and comprehend texts in all content areas. In addition to closely reading texts, students will demonstrate evidence of content mastery through writing about what they have read as well as engaging in rich conversations and/or making presentations about what they have learned from a close analytic reading of a text. At grades 6-12, students should progress toward college and career readiness when reading in all disciplines. This requires students to develop an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. Furthermore, students at grades 6-12 should progress toward college and career readiness when writing in all disciplines. This requires students to develop the ability to respond to texts,	**Common Core State Standards** In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that the Reading Standards are meant to complement the specific content demands of the disciplines, not replace them. *(Common Core State Standards,* page 60) For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. *(Common Core State Standards,* page 63) **Publishers' Criteria, 3-12** Students will integrate information drawn from charts, graphs, other formats, and media with information derived from texts. *(Publishers' Criteria, 3-12,* page 14) Focusing on extended texts, students will develop the stamina

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	using the norms, conventions, and vocabulary of the discipline; synthesize information from multiple sources; and support claims with relevant and sufficient evidence when writing an argument.	and persistence needed to read and extract knowledge and insight from larger volumes of materials. *(Publishers' Criteria, 3-12,* page 14) Students explain evidence drawn from the text orally and in writing. *(Publishers' Criteria, 3-12,* page 15) As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to "read like a detective" by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. ... Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. *(Publishers' Criteria, 3-12,* page 15) For additional guidance in Content Area Literacy (text complexity, range and quality of texts, text-dependent questions and tasks, academic and domain-specific vocabulary, writing to sources and research), see also

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Publishers' Criteria, pages 13-17. **Model Content Frameworks** Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. *(Model Content Frameworks,* page 11)
Close Reading All College and Career Readiness Anchor Standards for Reading R.CCR.1-10.	Students will engage directly with a text of sufficient complexity by reading and rereading the text to draw meaning from it (e.g., understanding complex structures and language, drawing conclusions or making inferences about topics, main ideas, themes, characters, plot). For younger students or those needing additional help, the first reading of a text may be done by the teacher. Scaffolding may be required during and after each read to help students	**Common Core State Standards** The *Common Core State Standards* (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself. Students learn strategies for close reading such as: • Understanding your purpose in reading

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	understand complex ideas and structures presented within the text.	• Understanding the author's purpose in writing • Seeing ideas in a text as being interconnected • Looking for and understanding systems of meaning • Engaging a text while reading • Getting beyond impressionist reading • Formulating questions and seeking answers to those questions while reading *(Common Core State Standards,* page 7) **Publishers' Criteria, K-2** Students understand that thinking and reading occur simultaneously. As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. *(Publishers' Criteria, K-2,* page 5) Students should glean the information they need from multiple readings of a text. *(Publishers' Criteria, K-2,* page 6) **Publishers' Criteria, 3-12** Students must grapple with a range of works that span many genres, cultures, and eras and model this kind of thinking and writing in their own work. *(Publishers' Criteria, 3-12,* page 5) **Model Content Frameworks** Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment. *(Model Content Frameworks,* page 6)
Text-dependent Questions All College and Career Readiness Anchor Standards for Reading. R.CCR.1-10. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,	Students will respond, orally and through writing, to questions about a text in which the answers are found within the text and not based on prior knowledge. In response to high-quality, text-dependent questions, students will analyze key ideas and details of a text as well as its craft and structure. Based on information within the text, students will make inferences and draw conclusions from the text and support inferences and conclusions with textual evidence. Students should also write responses to text-dependent questions that ask students to analyze more than one text	**Common Core State Standards** Students cite specific evidence when offering an oral or written interpretation of a text. *(Common Core State Standards,* page 5) Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. *(Common Core State Standards,* page 8) **Publishers' Criteria, K-2** Curricula should focus classroom time on practicing reading, writing, speaking, and listening with high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals. *(Publishers' Criteria, K-2,* page 5)

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development, and style are appropriate to task, purpose, and audience. SL.CCR.4	and to make comparisons, make inferences, and/or draw conclusions based on textual evidence both within and across texts. To meet the rigor of the Common Core State Standards, at least 80%-90% of questions about a text should be text dependent.	Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself. Questions and tasks should require thinking about the text carefully and finding evidence in the text itself to support the response. Discussion tasks, activities, questions, and writings following readings should draw on a full range of insights and knowledge contained in the text in terms of both content and language. *(Publishers' Criteria, K-2,* page 5) **Publishers' Criteria, 3-12** A significant percentage of tasks and questions are text dependent. The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. *(Publishers' Criteria, 3-12,* page 6) Text-dependent questions do not require information or evidence from outside the text or texts; they establish what

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. *(Publishers' Criteria, 3-12,* page 6) High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source. *(Publishers' Criteria, 3-12,* page 7) **Model Content Frameworks** The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. *(Model Content Frameworks,* page 8) Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		(Model Content Frameworks, pages 14-15*)*
Academic Vocabulary Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.CCR.6	Students will study and acquire general academic vocabulary (Tier Two words) to read and comprehend complex texts in all content areas, and they will demonstrate mastery by using general academic vocabulary when writing and speaking. To build content knowledge in all disciplines, students will also study and acquire domain-specific vocabulary (Tier Three words) through reading complex texts in the disciplines and will demonstrate mastery when writing and speaking about the content. Note: General academic vocabulary is frequently encountered in complex written texts and is particularly powerful because of the wide applicability to many types of reading. Teachers thus need to be alert to the presence of general academic vocabulary and determine which words need careful attention.	**Common Core State Standards** The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. *(Common Core State Standards,* page 8) Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate,* *specificity*, and *accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. Tier Three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded

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		(e.g., made a part of a glossary). *(Common Core State Standards, Appendix A,* page 33) **Publishers' Criteria** Of particular importance is building students' academic vocabulary or Tier Two words. Informational texts that carefully sequence content within a domain will greatly support the development of these words while building student knowledge. *(Publishers' Criteria, K-2*, page 3; *Publishers' Criteria, 3-12,* pages 10, 17) **Model Content Frameworks** By focusing on academic vocabulary, students will build fluency, improve reading comprehension, and be more prepared to access a wide range of complex texts. *(Model Content Frameworks,* page 9) Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking. *(Model Content Frameworks,* page 80)
Argumentative Writing Write arguments to support claims with clear reasons and relevant evidence. W.6-12.1	To develop the ability to write arguments, students at all levels will write about topics or texts upon which there are differing views. The balance of student writing which is argumentative increases as students progress through the grades:	**Common Core State Standards** In English Language Arts, students make claims about the worth or meaning of a literary work or works. When writing about a text, students defend their interpretations or judgments with evidence from the text(s). In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and students argue for a historically or

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	At grades K-5, students will write opinions about topics or texts. By grades 3-5, it is recommended that 65% of student writing be analytical (opinion or informative/explanatory). Of that, at least 30% should be writing opinions. At grades 6-12, students will write arguments in which they make claims about topics or texts and support those claims with reasons and evidence. As student progress through the grades, they should be able to write well-developed arguments in which they demonstrate a command of the argumentative structure and the ability to integrate other text types (informative and narrative) into the argument when appropriate. In grades 6-8, it is recommended that 70% of student writing be analytical (opinion or informative/explanatory). Of that, at least 35% should be writing opinions. In grades 9-12, it is recommended that 80% of student writing be analytical (opinion or informative/ explanatory). Of that, at least 40% should be writing opinions.	empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. *(Common Core State Standards,* page 23) In *Common Core State Standards*, see also the *Introduction,* page 5 for distribution of argumentative writing at the grade-levels based on National Assessment of Educational Progress (NAEP). **Publishers' Criteria, 3-12** The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP): • In elementary school, 30% of student writing should be to argue, 35% should be to explain/inform, and 35% should be narrative. • In middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative. • In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative. These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely

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	Note: A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Common Core State Standards place emphasis on writing logical arguments.	on using information or evidence drawn from texts. *(Publishers' Criteria, 3-12,* page 11) **Model Content Framework** While narrative writing is given prominence in early grades, as the grade-level increases, the Common Core State Standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces that analyze sources (including writing about research students have performed). *(Model Content Frameworks,* page 7-8) For the amount of argumentative writing recommended at each grade-level (grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 14, 23, 32, 41, 50, 59, 68, 78, 88.
Short and Sustained Research Projects Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR.W.7 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	Several times a year, students should engage in both short and extended research about topics in order to gain deeper understanding about those topics. Students will synthesize information from a number of sources and present the information in a variety of formats. When appropriate, students are encouraged to use technology to present findings. Note: A sustained research project is an investigation intended to address a relatively expansive query using several sources over an extended period of time,	**Common Core State Standards** Students have to become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner. *(Common Core State Standards,* pages 41, 63) **Publishers' Criteria, 3-12** Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor texts that make careful study worthwhile. The anchor text or texts provide essential opportunities for students to spend the time and attention required for close reading and to demonstrate in-depth comprehension of a specific source or

Shifts in Instruction	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
each source, and integrate the information while avoiding plagiarism. CCR.W.8 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR.W.9	as in a few weeks of instructional time. A short research project is an investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time. *(Common Core State Standards, Glossary,* page 43)	sources. Additional research sources beyond the anchor texts enable students to demonstrate they can read widely as well as read a specific source in depth. *(Publishers' Criteria, 3-12,* page 6) **Model Content Frameworks** The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade-level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products). *(Model Content Frameworks,* page 8) For guidance on extended research projects at each grade-level (grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 15, 24, 33, 42, 51, 60, 69, 79, 89.

The above resources used for supporting documentation may be accessed online using the following links:

Common Core State Standards for English Language Arts and Literacy in History,/Social Studies, Science, and Technical Subjects, http://corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core State Standards for English Language Arts and Literacy in History,/Social Studies, Science, and Technical Subjects, Appendix A, http://corestandards.org/assets/Appendix_A.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades K-2,
http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades 3-12,
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

PARCC Model Content Frameworks for English Language Arts/Literacy, Grades 3-11,
http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20ELA%20Literacy_Fall%202011%20Release%20%28rev%29.pdf

Attachment C: Mathematics Instructional Shifts

The Big Shifts in Mathematics Content (K-8)

Kindergarten

The sentence from the Common Core State Standards for Mathematics (CCSSM) that points to the biggest shift for kindergarten teachers is that there are two critical areas of study: Number/Operations and geometric reasoning. The following quote from the CCSSM clearly indicates the focus for Kindergarten: "More learning time in kindergarten should be devoted to number than any other topic." In order to devote this time, some things that were in the Arkansas Mathematics Frameworks for Kindergarten are not found in the CCSSM.

Although Counting and Cardinality are still part of Kindergarten there is a shift toward understanding the concept of "ten" as a unit with a real focus on understanding the number 11-19 as one group of ten and some toward the next group of ten. (K.NBT.1) This standard does not limit the teaching of number to 19. In fact, another standard (K.CC.1) requires that students "count to 100 by ones and tens." While teaching students to count the concept of "ten" as a unit can continue to develop.

The other major shift is the expectation that students will understand addition and subtraction as actions related to situations. This is indicated in the description of Operations and Algebraic Thinking domain and clarified in "Table 1: Common addition and subtraction situations" found on page 88 of the CCSSM.

In geometry, students are expected to move beyond vocabulary and compare two- and three-dimensional shapes based on attributes of the shapes.

First Grade

In first grade, two of the four foci deal exclusively with number concepts. Thus as in Kindergarten, more of the instructional time in first grade will be spent on place value and addition and subtraction concepts than on other topics.

Student will not just learn how to add and subtract but to identify situations in which addition and subtraction are appropriate. These situations are summarized in "Table 1: Common addition and subtraction situations" found on page 88 of the CCSSM.

Another big shift in first grade is the intent to have students understand two-digit numbers and the use of the concept of "ten" as a unit to record, compare and compute with these numbers.

Perhaps the biggest shift for first grade teachers will be the expectation that student "understand and apply properties of operations and the relationship between addition and subtraction" as a way of making sense of number and operations. This is a way of thinking and generalizing ideas that later apply to larger and rational numbers. Under the Arkansas Frameworks, these ideas were not given special emphasis or specifically connected to number and operations.

Another shift is related to linear measurement. The foundation for critical understanding of linear measurement and the development of tools is established in first grade. Students are to make sense of the underpinnings of the principles of measure (identical units, iteration, transitivity and no gaps/overlaps) that lead to the development of measurement tools. Geometry is another shift for first grade. Students need to build an understanding of properties of shapes and their relationships to each other. While fractions are not addressed in number and operations, exploring and making sense of part-whole relationships through equal sharing experiences is embedded in the continued exploration of shape and form.

Second Grade

As in first grade, two of the four foci for grade two deal exclusively with number concepts. This will require a significant increase in the amount of instructional time spent on these topics.

Certainly the expectation that "all" students can fluently add and subtract within 20 will produce a shift for teachers at this grade. Teachers will need to understand that fluency does not develop without understanding and appropriate practice. The research on how fluency develops needs to be communicated to teachers. This includes building an "understanding and applying properties of operations and the relationship between addition and subtraction" as a way of making sense of number and facts. This builds on the generalized thinking from first grade. If what researchers have found is implemented this shift will not take teacher back to ineffective timed drill.

Another significant shift for second grade teachers will help students explore and understand how grouping by tens extends to hundreds once ten groups of ten have been formed. The CCSSM intend that students not just see patterns in the way numbers are recorded, but understand the structure of the recording system and expansion of understanding and application properties of operations to 1000

i.e. $16 \times 10 = (10 \times 10) + (6 \times 10)$ or $50 \times 10 = 5 \times (10 \times 10)$ or
$1000 = (10 \times 10) \times 10 = 10 \times (10 \times 10)$

The biggest shift in number and operations for second grade is in the area of adding and subtracting within 100. The CCSSM clearly state that students use the "traditional" algorithm for addition and subtraction in grade ***four***. Many teachers rely exclusively on the traditional algorithm for performing these operations but the CCSSM is very clear that in second grade students "fluently add and subtract within 100 using ***strategies*** **based on place value, properties of operations and the relationship between addition and subtraction.**" (2.NBT.5)

While not clearly defined, linear measurement brings a significant shift from Arkansas Frameworks. Students will develop an understanding for the need for standard units and **translate the underpinnings** from first grade **to the development of tools** for linear measurement (inches, feet, yards, centimeters and meters). Without making these connections, all will be for naught. Partial units for linear measurement are not included in second grade, but it is critical to note that after second grade, linear measurement does not appear again in the CCSS. There is an indirect route into fractions on a number line under Number and operations – Fractions in 3rd grade. If students are to learn linear measurement, districts will need to decide who is truly responsible for this learning. One of the questions facing districts will be: Does second grade take the full

accountability for developing the linear measurement with understanding (including partial units) or pass the completion of the ideas to third grade?

Third Grade

As in first and second grade, two of the four foci for grade three deal exclusively with number concepts with a heavy emphasis on developing a deep understanding of fractions. This will require a significant increase in the amount of instructional time spent on these topics.

Perhaps the one of the biggest shifts for third grade teachers will be the expectation that students understand properties of operations beyond inverse operation for addition and subtraction to the relationship between multiplication and division and apply these ideas a way of making sense of number and operations. The generalization of these ideas should be used to develop understanding and support student thinking about facts, the four operations with multi-digit numbers, base 10 concepts and fractions. Under the Arkansas Frameworks these ideas were not given special emphasis or specifically connected to number and operations.

Certainly the expectation that "all" students can fluently multiply and divide within 100 in the different problem situations will produce another major shift for teachers at this grade. The different problem situations are found in "Table 2: Common multiplication and division situations" on page 89 of the CCSSM. The CCSSM stress that students should learn facts based on "understanding and the application properties of operations and the relationship between multiplication and division." Teachers need to understand that fluency does not mean the development of facts without understanding and appropriate practice. If what researchers have found is implemented, this shift should not take teacher back to ineffective timed drill.

In second grade, students are expected to make sense of number through 1000 and in fourth grade students are expected to generalize the whole number base-ten numeration system. Third grade students are expected to round and solve problems within 1000. If students are expected to extend and generalize their thinking from second grade to fourth, third grade will need to continue to strengthen the work in 2nd grade and build on these ideas if they are going to be in the position to generalize in fourth.

Another huge shift is towards an in-depth conceptual understanding of fractions in contextualized situations both in number and operations and as part of geometric reasoning through the applications of properties of operations. The thinking goes far beyond the simple identification of fractional parts using fraction models.

Third grade will focus also efforts in measurement to exploring and making sense of area by applying the basic constructs of equal sized units, iteration, no gaps and overlaps. Students are expected use their understanding of area to generalize the formula for finding the area of a rectangle. Again while not explicit in the common core standards, teachers will have to provide students with experiences to help them develop spatial structure (seeing a row iterated across the area or the column iterated across the area). Michael Battista and others have done research on "Students' Spatial Structuring of 2D Arrays of Squares " describing learning progressions of students' ability to structure space. (Battista, M. T., Clements, D. H., Arnoff, J.,

Battista, K., & Borrow, C. V. A. (1998 November). Students' spatial structuring of 2D arrays of squares. *Journal for Research in Mathematics Education 29*(5), 503-532.)

Fourth Grade

Fourth grade has three areas of foci, but two of those still deal with number concepts. According to the Common Core document, three critical areas of focus are: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties.

Students will generalize their understanding of whole number place value and the relative sizes of numbers in each place based on base-ten concepts and properties of operations {i.e. 10,000 – 10 x (10 x (10x 10))}. The emphasis on developing understanding *and fluency* with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends by applying knowledge of base-ten numeration and properties of these operations. This will require a greater amount of time spent in these areas and will be dependent on the understandings and generalizations students developed in the previous grades.

A big shift will be the emphasis on developing student's ability to explain their reasoning and use multiple methods of solving problems. Students are expected to learn the concepts, see them relationally (based on the properties of operations) and invent strategies for solving problems. This will require a great deal of class time to develop the knowledge, understanding, and skills needed to achieve this goal. Teachers may also require professional development in questioning skills and procedures that allow students to develop these skills.

One of the biggest shifts is the emphasis on fractions and the depth to which they are taught. A great deal of the CCSSM fraction piece for fourth grade was taught in the fifth and sixth grade Arkansas frameworks. This may challenge the teachers as well as the students. Students will develop understanding of fraction equivalence and operations with fractions; recognize that unlike fractions can be equal; develop methods for generating and recognizing equivalent fractions. Students will build on previous understandings of how fractions are built; compose and decompose fractions into unit fractions; and multiply a fraction by a whole number based on properties of operations. Students will also show understanding of decimal notation for fractions and compare decimal fractions,

The measurement and data portion will require students to solve measurement problems and convert from a larger unit to a smaller unit. Students will also represent and interpret data and understand concepts of angle and measure angles.

The shift in geometry appears small at first glance, but when you look at the depth to which it must be taught, the shift is quite large. The focus in geometry is on two-dimensional figures, lines, and angles, but many concepts have moved down from fifth grade and above. Students will describe, analyze, and classify two-dimensional figures. Through building, drawing, and analyzing these shapes, students will gain a deeper understanding of properties of two-dimensional objects and how to use them to solve problems related to symmetry.

Fifth Grade

The CCSSM document states that the primary focus for fifth grade students should be: (1) the *development of fluency* with addition and subtraction of fractions and *developing understanding* of the multiplication and division of fractions in limited cases; (2) the extension of division to 2-digit divisors; integrating decimal fractions into the place value system; developing understanding of operations with decimals to hundredths; and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Students will use equivalent fractions as a strategy to add and subtract fractions with unlike denominators. They will solve relevant word problems that involve addition and subtraction of fractions referring to the same whole using visual models or equations.

Fifth grade students will develop an understanding of why division procedures work and finalize fluency with multi-digit addition, subtraction, multiplication, and division. They will apply their understandings of decimals and decimal notation and will be able to make reasonable estimates of computations.

Several items dealing with patterns, relations and functions, as well as rational numbers and use of technological tools found in the sixth through eighth grade Arkansas frameworks have shifted to fifth grade in CCSSM. Students must identify and extend patterns in real world situations and be able to invent strategies to solve problems using function tables and linear equations.

Measurement focuses on the conversion of like units within a given measurement system, representing and interpreting data, and understanding the concepts of volume and relating it to multiplication and to addition. These skills are all used in solving multi-step, real world problems. The strategies for finding volume are shifting from third and fourth grade to fifth grade, which means students will not have that foundation previously laid in those earlier grades.

Fifth graders will graph points on the coordinate plane in order to solve real-world and mathematical problems. They will also classify two-dimensional figures into categories based on their properties. The rigor and relevance of the work should be stressed.

Sixth Grade

Teachers will find that much of the content that was beginning and developing in grade 6 in the Arkansas Frameworks is reaching a culminating or fluency standard in grade 6 in the CCSSM. Sixth grade contains the expectation for fluency with multi-digit division (expectations for fluency in the other three operations have occurred in earlier grades), and with all four operations with decimals. The last operation for fractions, division, is begun in fifth grade and continued into sixth grade.

The change in domains in grade 6 indicates that sixth grade is a pivotal point when the focus begins to shift from number and operations (K-5) to the underpinning of algebra.

Proportional reasoning emerges as a major topic in grade 6. The CCSSM recognizes proportional reasoning as one of the more powerful types of reasoning needed by adults, and defines it as a focus on instruction in the middle grades. In grade 6, students are asked to connect ratio and rate to whole number multiplication and division and use ratio and rate to solve problems. Their work will include the use of equivalent ratios, unit rates, and percent.

Students in grade 6 will encounter negative numbers (additive inverses of all the kinds of numbers they have already studied) as a final element needed to complete the rational number system. They will consider the relative locations of various numbers on a number line. Having a firm understanding of the entire rational number system will be vital for success as students move into seventh grade. Positive and negative numbers will be used to locate points in a coordinate plane as well. Also, sixth graders will learn about data distributions and statistics. Rather than just learning to calculate convention measures of center, they will examine distributions of numerical data, learn about and understand both central tendency and statistical variability, and summarize distributions using appropriate statistics. They will not only learn to calculate statistics to measure center, they will explore the vulnerabilities of these measures to characteristics of the data (i.e., that the mean can be skewed by outliers). They will also explore statistics that measure variability and consider their uses as well. These are topics that have previously been approached after grade 6.

Seventh Grade

Teachers in seventh grade may be among those who feel fewer shifts in actual content coming into the grade and more of a shift toward being able to delve deeper into fewer major topics of emphasis. The key word for 7th grade teachers is **focus**. Examining proportional relationships in various forms (including equation, graph, table) and applying them to solve problems (including with scale drawings) have been in the Arkansas seventh grade curriculum in the past and are even more important in the CCSSM. An examination of these new standards will reveal the expectation that seventh graders develop a strong, flexible understanding of proportions and their applications. (7.RP.1-3; 7.G.1)

Similarly, extending operations to the full rational number system (including integers and negative fractions), working with and solving linear equations, solving problems involving area, surface area, and volume, and drawing inferences about populations based on samples have all been included in the Arkansas 7th grade curriculum in the past. The defining difference is the focus on these topics, which reflects the intent that students spend larger portions of time developing conceptual understanding and applying the related skills to solve problems.

In order to allow more time for these important focus topics, other time-consuming topics have been shifted out of 7th grade mathematics, such as: graphing in the coordinate plane, understanding integers and negative fractions as part of the rational number system, developing the concepts of surface area and volume, and using scientific notation. Some topics lingering from elementary have also been shifted out, such as: elapsed time, linear measure, and finding area of simple polygons.

Eight Grade

Two of the three focus areas for Eight Grade deal with algebraic concepts. In Eight Grade students will learn many of the algebra concepts that are currently found in the Arkansas Mathematics Frameworks for Algebra I.

Eight grade students will expand their understanding of number to include irrational numbers. This will require that these students work with radicals and transcendental numbers like pi. This includes using roots to solve equations of the $x^n=p$, where n is a natural number and p is a positive rational number. The properties of integer exponents have moved from Algebra I to Eighth Grade in the CCSSM. Students are required to fluently generate equivalent expressions using the properties

of integer exponents. The use of integer exponents includes fluency in ***SOLVING*** (not just converting) problems involving scientific notation (including multiplication and division). This is also moving from Algebra I to Eighth Grade.

Eighth Grade students are required by CCSSM to understand the connections between proportional relationships, lines and linear equations. Almost the entire linear function section of our current Algebra I content is shifting to the Eighth Grade in the CCSSM. This includes: effects of parameter changes, slope, y intercepts on graphs of linear functions; calculating the slope using various methods (given differing information); writing equations of linear functions (presented in various forms) given different entry points.

The CCSSM require Eight Graders to analyze and solve (using a variety of methods) linear equations and systems linear equations in two variables. This includes using linear equations and systems of two equations in two variable to solve application (real-world) problems.

Students learn about functions in Eighth Grade under the CCSSM. Students are required to define, evaluate and compare functions. Students will need to distinguish between functions and non-functions by inspecting graphs, ordered pairs, mapping diagrams, and/or tables of data. Students will need to determine the domain and range from an algebraic expression, graphs, set of ordered pairs, or table of data. Finally, the student needs compare rates of change in different types of functions.

The final big shifts are in the geometry area. Student will now work to understand congruence and similarity using physical models, transparencies or geometry software. This is almost completely new at this grade level. Under the Arkansas Frameworks these concepts were done in Geometry Class. Also, in the geometry domain CCSSM requires students in Eighth Grade to explain a proof of the Pythagorean theorem. The Pythagorean theorem has been in Eighth Grade but the requirement to prove it has moved from High School Geometry Class.

Attachment D: State Sponsored Professional Development Opportunities for English Language Arts and Literacy

Literacy

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the English Language Arts Common Core State Standards (Figure A). Carol Massey, literacy program manager, and ADE and Co-op Literacy Specialists share their understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, instructional facilitators and literacy teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Literacy Sessions for CCSS

#1-February 15, 2012 Disciplinary (Content) Literacy Overview 1) Overview of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-12) 2) Role of content teachers in literacy practices 3) Examining classroom practices 4) Question and answer opportunities with ADE Panel
#2-April 30, 2012 Close Reading of Complex Text Using the Questioning the Author Strategy 1) Defining text complexity and the overarching role it plays in The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects 2) Close reading – the demands of complex text on the reader 3) High yield questioning strategies for student use in comprehending complex text 4) Question and answer opportunities with the ADE Panel

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific literacy concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Literacy Professional Development Opportunities by Appropriate Grade Levels

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td colspan="6">Foundational Skills</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td>Informative/ Explanatory Writing</td><td colspan="7">Informative/ Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="3">Text Complexity</td><td colspan="7">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="2">Close Reading</td><td colspan="7">Close Reading</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Vocabulary: Greek and Latin Roots</td><td colspan="7">Vocabulary</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Argumentative Writing</td></tr>
<tr><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td><td colspan="4">How to Conduct Research</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading History</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td colspan="7">Disciplinary Literacy: Reading Science</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

K-5

A variety of targeted professional development opportunities are available to K-5 Arkansas educators (Figure C). Many Arkansas educators are currently enrolled in Early Literacy Learning in Arkansas (ELLA), Effective Literacy for grades 2-4 (ELF) or Smart Step Literacy Lab Classroom Project (Lit Lab). These professional development opportunities are two-year intensive trainings that focus on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. These training opportunities have been revised to align to

the ELA CCSS. For more information regarding these opportunities, contact your local cooperative literacy specialists and see information posted on the ADE website.
ELLA: http://www.arkansased.org/pd/smart_start/ella.html
ELF: http://www.arkansased.org/pd/smart_start/effective.html
Lit Lab: http://www.arkansased.org/pd/smart_step/lab.html

Fifth grade English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Please see more information about CLASS in the Grades 6-12 section below.

Educators may need additional targeted professional development. Figure C outlines additional opportunities for targeted literacy professional development.

Figure C: Professional Development Opportunities for K-5 Literacy

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td colspan="6">Foundational Skills</td></tr>
<tr><td colspan="4">Phonics and Structural Analysis</td><td colspan="2">Vocabulary: Greek and Latin Roots</td></tr>
<tr><td colspan="4">Informative/Explanatory Writing</td><td colspan="2">Informative/Explanatory Writing</td></tr>
<tr><td></td><td></td><td colspan="4">Text Complexity</td></tr>
<tr><td></td><td></td><td></td><td colspan="4">Close Reading</td></tr>
<tr><td colspan="3">How to Conduct Research</td><td colspan="3">How to Conduct Research</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Grades 6-12
A variety of targeted professional development opportunities are available to Grades 6-12 educators (Figure D). Many Arkansas educators are currently enrolled in Smart Step Literacy Lab Classroom Project (Lit Lab). This professional development opportunity is a two-year intensive training that focuses on implementing a comprehensive literacy block. Educators engage in reading and writing workshops that focus on gradual release for learners. This training opportunity has been revised to align to the ELA CCSS. For more information regarding Literacy Lab, contact Harry Lisle at Harding University hlisle@Harding.edu - Additional information about Literacy Lab is posted on the ADE website.
http://www.arkansased.org/pd/smart_step/lab.html

English Language Arts teachers may be enrolled in Comprehensive Literacy for Adolescent Student Success (CLASS). Comprehensive Literacy for Adolescent Student Success (CLASS) is a two-year professional development opportunity offered by the Arkansas Department of Education and the education service cooperatives. It is designed to assist English language arts teachers for grades 5-12 in implementing a comprehensive, research-based approach to literacy instruction. This professional development opportunity is aligned to the CCSS for English language arts and emphasizes instructional strategies to integrate the four strands: reading, writing, speaking and listening, and language.

Figure D shows the professional development opportunities available to Grades 6-12 Language Arts educators and the alignment of these targeted opportunities with CLASS. Educators enrolled in CLASS will be working on the same big topics of the CCSS but may also desire to participate in the targeted opportunity to learn more about the topic.

Figure D: Professional Development Opportunities for Grades 6-12 English Language Arts Educators

6	7	8	9	10	11	12	
Informative/ Explanatory Writing							CLASS
Text Complexity							
Close Reading							
Vocabulary							
Argumentative Writing							
How to Conduct Research			How to Conduct Research				

The ELA CCSS provide standards for literacy in Science, Social Studies/History and other technical subjects. Educators in grades 6-12 may select any of the targeted professional development opportunities as noted in Figure E. Science educators are encouraged to participate in Disciplinary Literacy: Reading Science. Social Studies educators are encouraged to participate in Disciplinary Literacy: Reading History.

Figure E: Professional Development Opportunities for Grades 6-12 Literacy

6	7	8	9	10	11	12
Informative/ Explanatory Writing						
Text Complexity						
Close Reading						

Vocabulary	
Argumentative Writing	
How to Conduct Research	How to Conduct Research
Disciplinary Literacy: Reading History	
Disciplinary Literacy: Reading Science	

Attachment E: State Sponsored Professional Development Opportunities for Mathematics

Sessions

The Arkansas Department of Education is providing professional development on the essential understandings of implementing the Mathematics Common Core State Standards (Figure A). Dr. Linda Griffith, mathematics professor at University of Central Arkansas, shares her understanding of these key points. Each session ends with a question and answer opportunity with an ADE panel. Administrators, curriculum and professional development directors, math instructional facilitators and math teachers are the intended audience. Each session is recorded and will be accessible on www.arkansasideas.org/commoncore and will be accessible as an online course in the LIBRARY: Common Core in Arkansas IDEAS www.arkansasideas.org

Figure A: Mathematics Sessions for CCSS

#1-September 29, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Role of teacher understanding of problem types (pp. 88-89 of CCSS) in mathematics curriculum development in grades K-4. 3) Extending problem types to middle and high school for continuity in mathematics curriculum.
#2-December 1, 2011 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum. 2) Using the Standards for Mathematical Practice as a tool for curriculum integration across disciplines. 3) The role of vocabulary development in a high quality mathematics curriculum.
#3-February 29, 2012 1) Differentiation between Common Core Mathematics Content Standards

and Mathematics Curriculum 2) Dealing with Implementation and Transition "Gaps" 3) Role of summer professional development in implementation of CCSS 4) Role of PLC (job-embedded PD) in implementation of CCSS 5) Resources from ADE in support of implementation of CCSS
#4-May 16, 2012 1) Differentiation between Common Core Mathematics Content Standards and Mathematics Curriculum 2) The role of content progressions in developing mathematics curriculum 3) The role of learning progression in developing mathematics curriculum 4) Update on ADE resources related to professional development in support of the Mathematics Common Core State Standards

Targeted, Professional Development

The Arkansas Department of Education is providing a variety of professional development opportunities that target specific mathematical concepts (Figure B). These targeted sessions will be available in three formats: face-to-face workshops, asynchronous Moodle course with face-to-face learning groups, and asynchronous Moodle course with virtual learning groups. More information about each targeted professional development opportunity will be available on www.arkansasideas.org/commoncore

Figure B: Targeted, Mathematics Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Developing the Whole Number System (Place Value), available Summer 2012												
Developing Fact Fluency, available Summer 2012												
Problem Situations: Addition and Subtraction and Nature of "Equals", available Summer 2012												
Problem Situations: Multiplication and Division												

and Nature of "Equals", available Summer 2012											
Geometric Measurement: Linear, Area, Angle, available Summer 2013											
Non-geometric Measurement: Mass, Weight, Time, Money, etc., available Summer 2013											
		Strategies. Algorithms, and Recording Systems: Multi-digit Addition and Subtraction, available Summer 2012									
			Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication and Division, available Summer 2012								
			Fraction Concepts Part One: Making the Most of Equal Sharing Problems, available Summer 2012								
			Fraction Concepts Part Two: Developing Operations, available Summer 2012								
			Algebraic Thinking, available Summer 2013								
				Proportional Reasoning, available Summer 2012							
						Data Modeling Part One: Inventing Displays, Center and Precision, available 2012					
						Data Modeling Part Two: Chance and Modeling, available Summer 2013					
					Geometric Measurement: Linear, Area (including surface area, Angle, Volume, available Summer 2013						
						Functions, available Summer 2013					
									Mathematics Design Collaborative (MDC)		

K-2

A variety of targeted professional development opportunities are available to K-2 educators (Figure C). Many Arkansas educators are currently enrolled in Cognitively Guided Instruction (CGI). Cognitively Guided Instruction (CGI) is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. It is designed for teachers to learn a researched-based framework for how elementary school children learn concepts of number and operation. Children's understanding of algebraic concepts – both properties of operations and properties of equations – is embedded in these frameworks. Teachers also learn how to use the framework to inform their mathematical instruction. The knowledge that teachers gain in a CGI workshop enhances how they implement any curriculum or resource materials. Schools may contact their local co-op or STEM center math specialists to request CGI training. Some schools may not be enrolled in CGI training but

need targeted, professional development in K-2 mathematics. Figure C demonstrates that five of the targeted professional development opportunities are aligned to the learning in CGI Year 1. Please note these five courses will not substitute for CGI Year One and therefore an educator must complete CGI Year One to enroll in CGI Year Two.

Figure C: Professional Development Opportunity for K-2 Mathematics

Developing the Whole Number System	Cognitively Guided Instruction (CGI) Year 1
Developing Fact Fluency	
Problem Situations: Addition and Subtraction	
Problem Situations: Multiplication and Division	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (2nd grade)	
	Cognitively Guided Instruction (CGI) Year 2
	Cognitively Guided Instruction (CGI) Year 3
Geometric Measurement: Linear, Area, Angle	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.	

Grades 3-6

A variety of targeted professional development opportunities are available to Grades 3-6 educators (Figure D). Many schools may be enrolled in Thinking Mathematically. Thinking Mathematically is a three-year professional development opportunity offered by the education service cooperatives and the university STEM centers under the guidance of the Teacher Development Group. Thinking Mathematically will focus on the properties of operations that unite the study of multiplication and division number facts, multi-digit multiplication and division, the base ten number system, developing concepts of fractions as quantities, fraction operations and solving expressions and equations. Properties of addition and subtraction in the context of fractions and decimals will also be addressed. What teachers learn in a Thinking Mathematically workshop enhances how they implement any curriculum or resource material. Schools may contact their local co-op or STEM center math specialists to request Thinking Mathematically training. Some schools may not be enrolled in Thinking Mathematically training but need targeted, professional development in 3-6 mathematics. Figure D demonstrates that four of the targeted professional development opportunities are aligned to the learning in Thinking Mathematically Year 1. Please note these four courses will not substitute for Thinking Mathematically Year One and therefore an educator must complete Thinking Mathematically Year One to enroll in Thinking Mathematically Year Two.

Figure D: Professional Development Opportunities for Grades 3-6 Mathematics

Fraction Concepts Part One: Making the Most of Equal Sharing Problems	Thinking Mathematically Year One
Fraction Concepts Part Two: Developing Operations	
Strategies, Algorithms, and Recording Systems: Multi-digit Multiplication	
Algebraic Thinking	
	Thinking Mathematically Year Two
	Thinking Mathematically Year Three
Proportional Reasoning	
Developing the Whole Number System (3rd and 4th grade)	
Problem Situations: Multiplication and Division (3rd and 4th grade)	
Strategies, Algorithms, and Recording Systems: Addition and Subtraction (3rd and 4th grade)	
Geometric Measurement: Linear, Area, Angle (3rd, 4th and 5th grade)	
Non-geometric Measurement: Mass, Weight, Time, Money, etc.(3rd, 4th and 5th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (5th and 6th grade)	
Data Modeling Part One: Inventing Displays, Center and Precision (6th grade)	
Data Modeling Part Two: Chance and Modeling (6th grade)	

Grades 7-12

A variety of targeted professional development opportunities are available to Grades 7-12 educators (Figure E).

Figure E: Professional Development Opportunities for 7-12 Mathematics

Functions	
Data Modeling Part One: Inventing Displays, Center and	

Precision (7th grade)	
Data Modeling Part Two: Chance and Modeling (7th grade)	
Geometric Measurement: Linear, Area (including surface area), Angle and volume (7th – 10th grade)	
Mathematics Design Collaborative (9th – 10th grade)	

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A.C.A. § 6-17-1601

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*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 16 -- Master School Principal Program

A.C.A. § 6-17-1601 (2011)

6-17-1601. Definitions.

As used in this subchapter:

(1) "High-need school salary bonus" means an annual bonus to a master principal serving as a principal of a public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress;

(2) "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same public school in phase two (2) or phase three (3) school-improvement status or located in a school district in academic distress; and

(3) "Incentive bonus" means a bonus paid to a master principal serving as a principal of any public school in the state.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 44, § 1.

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MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

JUNE 3, 2010
AMENDED STATUS-- SEPTEMBER 20, 2010

I. Parties

This Memorandum of Understanding ("MOU") is made and effective as of this 20th day of September 2010, (the "Effective Date") by and between the State of ARKANSAS and all other member states of the Partnership For Assessment of Readiness for College and Careers ("Consortium" or "PARCC") who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education ("ED") announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) ("Notice").

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.

- To provide assessments and results that:
  - Are comparable across states at the student level;
  - Meet internationally rigorous benchmarks;
  - Allow valid measures of student longitudinal growth; and
  - Serve as a signal for good instructional practices.

- To support multiple levels and forms of accountability including:
  - Decisions about promotion and graduation for individual students;
  - Teacher and leader evaluations;
  - School accountability determinations;
  - Determinations of principal and teacher professional development and support needs; and
  - Teaching, learning, and program improvement.

- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.

B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.

D. The Consortium shall adopt a test security policy no later than the spring of 2011.

E. The Consortium shall adopt a common definition of "English learner" and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.

F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.

G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.

H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.

I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.

   a. The eligibility criteria for a Governing State are as follows:

      (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;

      (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;

(iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations; teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
  - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
  - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
  - participation by local schools and education agencies in pilot tests and field test of system components; and
  - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
  - Develop the overall assessment design for the Consortium;
  - Develop content and test specifications;
  - Develop and review Requests for Proposals (RFPs);
  - Manage contract(s) for assessment system development;
  - Recommend common achievement levels;
  - Recommend common assessment policies; and
  - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

(i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;

(ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;

(iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;

(iv) A Governing State must participate in the work of the Consortium's design and assessment committees;

(v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;

(vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;

(vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;

(viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

(ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

(i) The Fiscal Agent will serve as the "Applicant" state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.

(ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;

(iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;

(iv) The Fiscal Agent has the authority, with the Governing Board's approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;

(v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium's Project Management Partner;

(vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans, strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.

2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;

2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:

   a. Overall design of the assessment system;

   b. Common achievement levels;

   c. Consortium procurement strategy;

   d. Modifications to governance structure and decision-making process;

   e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:

      (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;

      (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as

otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams ("committees") as it deems necessary and appropriate to carry out the Consortium's work, including those identified in the PARCC grant application.

   a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;

   b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;

   c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;

   d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;

   e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and

   f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).

4. The Governing Board shall be chaired by a chief state school officer from one Governing State.

   a. The Governing Board Chair shall serve a one-year term, which may be renewed.

   b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.

   c. The Governing Board Chair shall have the following responsibilities:

(i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and orderly manner. The tasks related to these responsibilities include:

(a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;

(b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;

(c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;

(d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and

(e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.

5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.

a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.

6. Participating States may provide input for Governing Board decisions, as described below.

7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.

a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;

b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.

2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.

   a. Recommendations are made on a consensus basis, with input from the Participating States.

   b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.

   c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.

   d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote.

Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.

   a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.

   a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.

   b. Chief state school officers or their designees only shall be invited to the second annual convening.

2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:

   a. Participation in conference calls and/or webinars;

   b. Written responses to draft documents; and

   c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

A. Possible coordinated cooperative purchase discounts;

B. Possible discount software license agreements;

C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;

D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;

E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and

F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;

2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);

3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;

4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;

5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;

6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and address any such barriers prior to full implementation of the summative assessment components of the system:

   a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.

7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;

8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:

   a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;

   c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and

   d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.

9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and

10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.

B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

A. This MOU will take effect upon execution of this MOU by at least five States as "Governing States" and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.

B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.

C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: *Dr. Gayle Potter*

Mailing Address: *Four Capitol Mall, Room 105-A, Little Rock, AR 72201*

Telephone: *(501) 682-4558*

Fax: *(501) 682-4886*

E-mail: *gayle.potter@arkansas.gov*

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of ARKANSAS hereby joins the Consortium as a GOVERNING State, and agrees to be bound by all of the assurances and commitments associated with the GOVERNING State membership classification. Further, the State of ARKANSAS agrees to perform the duties and carry out the responsibilities associated with the GOVERNING State membership classification.

Signatures required:

- Each State's Governor;
- Each State's chief school officer; and
- If applicable, the president of the State board of education.

STATE SIGNATURE BLOCK

STATE OF ARKANSAS	
Signature of the Governor:	
Printed Name: Governor Mike Beebe	Date: Sept. 23, 2010
Signature of the Chief State School Officer: September 21, 2010	
Printed Name: Dr. Tom W. Kimbrell	Date:
Signature of the State Board of Education President (if applicable):	
Printed Name: Dr. Naccaman Williams	Date: Sept. 21, 2010

1. A.C.A. § 6-15-2107 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 21 -- School Rating System, 6-15-2107. Arkansas School Recognition Program., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: performance-based, funding, public schools, educational, improving, spending, eligible, approve, teacher, faculty, sector, reward

   (a) The General Assembly finds that there is a need for an incentive **program** for outstanding **schools.** The General Assembly further finds that performance-based incentives are commonplace in the private sector and should be infused into the public sector as a reward for productivity. (b) The Arkansas **School Recognition Program** is created to provide financial awards to public **schools** that are at: (1) A category level of level 5 or level 4 pursuant to § ...
   ... 15-2102; or (2) A category level of level 5 or level 4 **school** pursuant to § 6-15-2102. (c) (1) If funds are available, a **school** meeting the requirements set out in subdivision (b)(1) or (2) of this section ...
   ... in the amount of one hundred dollars ($100) per student who participated in the **school's** assessment **program.** (2) The Department of Education may disburse available performance-based funding appropriated by the General Assembly on a pro-rata basis. (3) All **schools** meeting both criteria shall receive rewards for both categories. (4) Each **school** that receives performance-based funding shall submit a proposal for its spending of the ...
   ... expenses only as set forth in subsection (f) of this section. (d) All public **schools**, including charter **schools,** that receive **school** category levels pursuant to §§ 6-15-2102 and 6-15-2103 are eligible to participate in the **program.** (e) (1) All eligible **schools** shall receive performance-based funding. (2) (A) Funds shall be distributed to the **school's** fiscal agent and placed in the **school's** account and shall be used for purposes listed in subsection (f) of this section as ...
   ... shall make its determination by December 15 of each applicable year. (f) **School recognition** awards shall be used for the following: (1) Nonrecurring bonuses to the faculty and staff; (...
   ... assist in maintaining and improving student performance; or (3) Temporary personnel for the **school** to assist in maintaining and improving student performance. (g) The General Assembly shall ...

2. A.C.A. § 6-22-104 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 22 Arkansas Registered Volunteers Program Act, 6-22-104. Optional program development -- Requirements., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: volunteer, school district, registered, extracurricular, interscholastic

   (a) Each local **school** district may develop a registered volunteers **program** and may accept the services of volunteers who qualify under the **program** to assist in extracurricular and interscholastic activities that are sponsored by the district. (b) A **school** district that develops a registered volunteers **program** as set forth in this chapter shall: (1) Take actions as are necessary to develop ...
   ... volunteers have written job descriptions that define their duties and responsibilities; (3) Provide for the **recognition** of qualified volunteers who have offered exceptional service

to the **school** district; and (4) Provide support for the volunteer **program** established under the State and Local Government Volunteers Act, § 21-13- ...

3. A.C.A. § 6-41-103 (2011), Title 6 Education, Subtitle 3. Special Educational Programs, Chapter 41 Children with Disabilities, Subchapter 1 -- General Provisions, 6-41-103. Identification of children with specific learning disabilities., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: learning disabilities, classroom, teachers, regular, identification, disabilities, learning, handicaps, teaching, brain

   ... regular classroom. (c) (1) The Department of Education shall develop an in-service **program** to train teachers in the **recognition** of children with specific learning disabilities and in teaching strategies for those students. (2) Districts are required to keep on file in their **school** district a plan for implementing the **recognition** of children with specific learning disabilities and for incorporating teaching strategies for those students ...
   ... regular classroom. (d) The department shall adopt rules and regulations requiring all public **schools** in the state to identify all children with specific learning disabilities.

4. A.C.A. § 6-16-133 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-133. World War II veterans., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: veteran, diploma, state board, graduation, discharged

   (a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in World War II, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section.
   (b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs.** (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

5. A.C.A. § 6-16-134 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 16 Curriculum, Subchapter 1 -- General Provisions, 6-16-134. Veterans diplomas., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: veteran, diploma, state board, graduation, discharged

   (a) In **recognition** of and tribute to veterans who left high **school** before graduation to serve in the Korean War or the Vietnam War, a board of directors of any **school** district in Arkansas may grant a diploma of graduation to any veteran meeting the requirements of subsection (c) of this section. (b) **School** districts are encouraged to present the diploma in conjunction with appropriate Veterans Day **programs.** (c) To be eligible for a high **school** diploma under this section, a veteran shall: (1) Have been honorably discharged from the Armed ...

6. A.C.A. § 6-15-402 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 4 -- Arkansas Comprehensive Testing, Assessment, and Accountability Program, 6-15-402. Purpose., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

   CORE TERMS: accountability, school districts, educational, learning, public schools, grade level, kindergarten, classroom, assess, grades, grade-level, proficiency, remediation, achievement, performing, indicators, progress, aligned, annual, inform, skills

... purpose of this subchapter is to provide the statutory framework necessary to ensure that all students in the public **schools** of this state have an equal opportunity to demonstrate grade-level academic proficiency through the application of ...
... members of society. (ii) For this reason, the Arkansas Comprehensive Testing, Assessment, and Accountability **Program** will emphasize point-in-time intervention and remediation upon the discovery that any student is ...
... 2) This subchapter is constructed around a system that includes statewide indicators, individual **school** improvement indicators, and a locally generated **school** accountability narrative. The total **program** shall be applied to each **school** in the state public **school** system. (3) This subchapter is designed to be a multiyear commitment to assess the academic progress and performance of Arkansas's public **school** students, classrooms, **schools, and school** districts. (4) (A) It shall also be the purpose of this subchapter to: (i) Provide information needed to improve the public **schools** by measuring annual learning gains of all students through longitudinal tracking and analysis of ...
... gains against a national cohort to inform parents of the educational progress of their public **school** children; and (ii) Inform the public of the performance of **schools.** (B) The **program** shall be designed to: (i) Assess the annual learning gains of each student toward ...
... grade level; (ii) Provide data for building effective staff development **programs and school** accountability and **recognition;** (iii) Identify the educational strengths and weaknesses of students and help the teacher tailor instruction to the ...
... iv) Assess how well academic goals and performance standards are met at the classroom, **school, school** district, and state levels; (v) Provide information to aid in the evaluation and development of educational **programs** and policies; (vi) Provide information on the performance of Arkansas students compared with other students from across the United States; and (vii) Identify best practices and **schools** that are in need of improving their practices. (b) The purposes of the assessment and accountability **program** developed under this subchapter shall be to: (1) Improve student learning and classroom instruction; (...
... public accountability by: (A) Mandating expected achievement levels; (B) Reporting on **school and school** district performance; and (C) Applying a framework for state action for a **school or school** district that fails expected achievement levels as defined in the Arkansas Comprehensive Testing, Assessment, and Accountability **program** rules and regulations; and (3) Provide evaluation data of **school and school** district performance in order to assist policymakers at all levels in decision making. (c) The priorities of the assessment and accountability **program** developed pursuant to the provisions of this subchapter shall include: (1) All students to have an opportunity to demonstrate increased learning and completion at all levels, to graduate from high **school,** and to enter postsecondary education or the workforce without remediation; (2) Students to demonstrate that they meet the ...

7. A.C.A. § 21-8-402 (2011), Title 21 Public Officers and Employees, Chapter 8 Ethics and Conflicts of Interest, Subchapter 4 -- Disclosure by Lobbyists and State and Local Officials -- General Provisions, 21-8-402. Definitions., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: governmental body, public servant, hundred dollars, appointed, spouse, gift, council board, legislative body, establishment, reimbursement, municipality, appointee, lobbyist, calendar quarter, lobbying, elected, bureau, travel, food, employee's contribution, state government, board of directors, legislative action, value received, learning center, community college, elective office, public school, public officials, informational

... gifts; (ix) A monetary or other award presented to an employee of a public **school** district, the Arkansas **School** for the Blind, the Arkansas **School** for the Deaf, the Arkansas **School** for Mathematics, Science, and the Arts, a university, a college, a technical ...
... a comprehensive life-long learning center, or a community college in **recognition** of the employee's contribution to education; (x) Tickets to charitable fund-raising events held

accept the services of volunteers, including regular-service volunteers, occasional-service volunteers, or material donors to assist in **programs** carried out or administered by that department. (b) Each department that utilizes the services of ...
... Service and Nonprofit Support of the Department of Human Services to assist in the development of volunteer **programs;** (2) Take actions as are necessary and appropriate to develop meaningful opportunities for volunteers involved in those **programs** and to improve public services; (3) Develop written rules governing recruitment, training, ...
... assure a receptive climate to attract citizen volunteers; and (6) Provide for the **recognition** of volunteers who have offered exceptional service to the state, its political subdivisions, or **school** districts.

10. A.C.A. § 6-15-1101 (2011), Title 6 Education, Subtitle 2. Elementary And Secondary Education Generally, Chapter 15 Educational Standards and Quality Generally, Subchapter 11 -- Attaching Seals to High School Transcripts and Diplomas, 6-15-1101. Legislative findings., Arkansas Code of 1987 Annotated Official Edition © 1987-2011 by the State of Arkansas All rights reserved.

CORE TERMS: diploma, core curriculum, school districts, state board, secondary, grade, seal

(a) The General Assembly hereby recognizes and acknowledges that in recent years a high **school** diploma has lost credibility as a warranty that the recipient has the basic knowledge and skills necessary ...
... General Assembly further recognizes that the State Board of Education, the Department of Education, and local **school** districts have worked diligently to establish and implement a core curriculum in Arkansas secondary **schools.** Students who complete the core curriculum with a satisfactory grade point average should receive **recognition** for both perseverance and a job well done. It is the purpose of this legislation to both further that **recognition** and to increase the confidence of Arkansans in the value of diplomas awarded by the state's public **schools.**
(b) Beginning with the 1994-1995 **school** year, a **school** district shall attach a seal, stamp, or other symbol to transcripts and diplomas awarded to high **school** students who have completed the core curriculum with a minimum grade point average of 2.75 on ...

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A.C.A. § 6-17-2802

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*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § **6-17-2802** (2011)

6-17-2802. Legislative intent.

It is the intent of the General Assembly to:

(1) Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

(2) Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

(3) Provide a basis for making teacher employment decisions;

(4) Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

(5) Encourage highly effective teachers to undertake challenging assignments;

(6) Support teachers' roles in improving students' educational achievements;

(7) Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

(8) Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

HISTORY: Acts 2011, No. 1209, § 8.

A.C.A. § 6-17-2804 (Copy w/ Cite)

A.C.A. § 6-17-2804

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*** Legislation is current through the 2011 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 16, 2011. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 17 Personnel
Subchapter 28 -- Teacher Excellence and Support System

A.C.A. § **6-17-2804** (2011)

6-17-2804. Administrative agency responsibilities.

(a) The State Board of Education shall promulgate rules for the Teacher Excellence and Support System consistent with this subchapter.

(b) The rules shall without limitation:

(1) Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

(2) Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

(3) Reflect evidence-based or proven practices that improve student learning;

(4) Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

(5) Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

(6) Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

(7) Require annual evidence of student growth from artifacts and external assessment measures;

(8) Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

(9) Include procedures for implementing each component of the Teacher Excellence and Support System; and

(10) Include the professional development requirements for all superintendents, administrators,

evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement a Teacher Excellence and Support System under this subchapter.

HISTORY: Acts 2011, No. 1209, § 8.

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AR Principal Evaluation System Self-Assessment

Principal: _____ Date: _____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				

AR Principal Evaluation System Self-Assessment

Principal: _____ Date: _____

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				

Principal/Assistant Principal Signature: _____ Date: _____

Principal: _____ Date: _____

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
1 A. Collaboratively develop and implement a shared vision and mission				
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
1 C. Create and implement plans to achieve goals				
1 D. Promote continuous and sustainable improvement				
1 E. Monitor and evaluate progress and revise plans				

Comments:

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations				
2 B. Create a comprehensive, rigorous, and coherent curricular program				
2 C. Create a personalized and motivating learning environment for students				
2 D. Supervise instruction				
2 E. Develop assessment and accountability systems to monitor student progress				
2 F. Develop the instructional and leadership capacity of staff				
2 G. Maximize time spent on quality instruction				
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning				
2 I. Monitor and evaluate the impact of the instructional program				

Comments:

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions	Exemplary	Proficient	Progressing	Not Meeting Standards
3 A. Monitor and evaluate the management and operational systems				
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
3 C. Promote and protect the welfare and safety of students and staff				
3 D. Develop the capacity for distributed leadership				
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning				

Comments:

Principal: _____ Date: _____

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
4 A. Collect and analyze data and information pertinent to the educational environment				
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
4 C. Build and sustain positive relationships with families and caregivers				
4 D. Build and sustain productive relationships with community partners				
Comments:				

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
Functions	**Exemplary**	**Proficient**	**Progressing**	**Not Meeting Standards**
5 A. Ensure a system of accountability for every student's academic and social success				
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
5 C. Safeguard the values of democracy, equity, and diversity				
5 D. Consider and evaluate the potential moral and legal consequences of decision-making				
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling				
Comments:				

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
6 A. Advocate for children, families, and caregivers				
6 B. Act to influence local, district, state, and national decisions affecting student learning				
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Comments:				

Principal/Assistant Principal Signature: _____ Date: _____