

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS ESSA & EFFECTIVE LEADERSHIP



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OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS

ESSA & EFFECTIVE LEADERSHIP

On behalf of ForwARd Arkansas, the Office of Innovation for Education (OIE) collaborated with *ForwARd* officers and several state agencies to develop the series: *Opportunities to Advance Education in Arkansas*. This series of working documents uncover and highlight potential intersections among *ForwARd's* recommendations, the Every Student Succeeds Act (ESSA), and related efforts among Arkansas agencies to transform Arkansas. These intersections are unpacked and situated in Arkansas' current context to provide a richer understanding of the current work, identify potential next steps, and spotlight the unprecedented opportunities to advance and accelerate Arkansas' transformation.

ForwARd Arkansas. ForwARd Arkansas is a partnership of parents, educators, civic leaders, business professionals, and policy makers committed to helping every Arkansas student graduate prepared for success in college and the workplace. In early 2015, following extensive input from stakeholders, the ForwARd Arkansas Steering Committee crafted "A New Vision for Arkansas Education". The vision outlines seven areas of focus which include recommendations for realizing the vision.

Every Student Succeeds Act (ESSA). ESSA was signed into law December 10, 2015 replacing the No Child Left Behind Act (NCLB) in the latest reauthorization of the federal Elementary and Secondary Education Act. ESSA includes provisions for federal education funds and outlines the requirements under which state and local education agencies receive, distribute, use, and are accountable for the use of these funds.

The language of ESSA provides states and districts with more flexibility, enabling states to determine long-term goals for student success. Given this historic opportunity, it is timely to review state agency initiatives that might intersect with new opportunities under the law.



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Unprecedented Opportunity. ESSA represents a unique opportunity at the state and local district levels to reimagine how federal, state, and local efforts and resources might be coordinated to enhance educational opportunities and outcomes to benefit all students in Arkansas and to close long-standing differences in student success. The launch of the *ForwARd* initiative to advance education in Arkansas provides additional intersections from which momentum might be gained to advance equity and access to opportunities to close those success gaps for the children in Arkansas.

In this Series

ESSA includes several new opportunities for the advancement of effective leadership in Arkansas. In order to transform education and become a leader in student-focused education across the nation, Arkansas must attract and prepare, support and develop, and systemically support school leaders. Ensuring that leaders are supported by their district and state allows leaders to be their most effective- putting their community, school and students at the center.

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Attract and Prepare Leaders</i>
<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>Title II, Part A, “Supporting Effective Instruction” has expanded considerably under ESSA. Permissible state activities related to attracting and preparing leaders include:</p> <ul style="list-style-type: none"> • “Teacher, principal or other school leader certification, licensing, or tenure systems or preparation program standards” reform • Equitable access to teachers, principals and school leaders, alternative routes for certification, recruitment, and retention • Establishing or expanding academies and residencies, appropriate data use, professional development, and others <p>States may hold up to five percent of their Title II allocation for teacher and leader development and an additional three percent for leadership investment.</p> <p>Title II, Part B, allows competitive grants to improve “recruitment, preparation, placement, support and retention of effective principals and other school leaders in high-need schools” with the School Leader Recruitment and Support Program (SLRSP). The role of a school leader is newly defined under ESSA. Title II also expands what was formerly the Teacher Incentive Fund to now include school leaders and makes grants to states and districts (Sec. 2243 and 2211).</p>	<p>ESSA creates important new and expanded opportunities to attract, prepare, support and develop leaders, particularly in high-need schools. Title II three percent set-aside provides Arkansas an opportunity to fund and focus on strategies to build a “robust pipeline of effective school leaders.”</p> <p>According to NAESP, principal shortages are rising along with teacher shortages, particularly in high-poverty districts. SLRSP grants allow public and non-profit organizations to provide traditional or alternative preservice programs for leaders in high-need schools and may place an emphasis on innovative and transformative practices. The Teacher and School Leader Incentive Program (TSLIP) provides opportunities to develop and implement performance-based compensation systems in high-need schools. For Arkansas schools, this may provide the leverage needed to attract and prepare highly effective leaders, while also preparing effective teachers for leadership roles.</p> <p>School leadership residencies offer another opportunity for principal preparation. Residencies are school-based and include one year of learning and leading in an authentic school setting, as well as concurrent evidence-based coursework, and mentoring from an effective principal. Arkansas has an opportunity to consider lessons from states, such as New York, who have instituted and reflected on effective residencies. In “Ready to Lead”, the NYC Leadership Academy identifies nine elements of effective residency experiences.</p>
<p style="text-align: center;">ForwARd Recommendations</p> <p>In the long term, support additional investment to pay school leaders more. Develop alternative pathways that will enable effective educators to become effective school leaders. Prepare principals to be effective in their role by establishing and supporting highly rigorous principal preparation programs (Recommendations 1, 2, and 3).</p>		



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<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>The Arkansas Department of Education will build the capacity of each team member to provide efficient and effective customer service that benefits students, respects taxpayers, and serves stakeholders (Vision for Excellence in Education, Goal 5).</p>	<p>The new School Leader Recruitment and Support of Title II authorizes the Secretary to award competitive grants to improve recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools (Sec. 2243).</p> <p>Under ESSA, states may redesign principal preparation programs to create a professional continuum to attract, prepare and support principals with the goal of creating professionals who have transformational leadership skills (Sec. 2101).</p>	<p>Using Title II funds, a comprehensive state-of-the-art website that could house all of these resources with a national recruitment focus could expand Arkansas’s reach. The Arizona Department of Education, for example, has a comprehensive site that includes information such as:</p> <ul style="list-style-type: none"> • Certification • Careers in education • Statewide shortages • Explore Arizona • Statewide openings • Education Websites • Recruitment and Retention • Links to District, Charter and Private schools <p>The Connecticut State Department of Education started a program in 2013 to create LEAD. LEAD has developed innovative new programs that bring “together organizations with deep expertise in leadership and leadership development to design and implement a leadership development pipeline for current and aspiring superintendents, central office leaders, principals and assistant principals in the state of Connecticut.” This is an opportunity for Arkansas to support leader development for student-focused learning systems by informing leader development with other innovation initiatives.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px;"> <p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Develop alternative pathways that will enable effective educators to become effective school leaders. Prepare principals to be effective in their role by establishing and supporting highly rigorous principal preparation programs. Implement principal support strategies by providing incentives and support for interested schools. Strategies may include a school administration role, creating a principal supervisor role to support principals, and developing teacher leader positions for teachers to share leadership responsibilities (Recommendations 2, 3, and 4).</p> </div>		

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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>In the long term, support additional investment to pay school leaders more. Develop alternative pathways that will enable effective educators to become effective school leaders. Prepare principals to be effective in their role by establishing and supporting highly rigorous principal preparation programs. Expose Arkansas’ education leaders to the highest-performing schools inside and outside the state and provide them a clear point of reference for what outstanding schools look like. Establish new and support existing highly effective professional development programs (Recommendations 1, 2, 3, 7 and 11).</p> </div>		

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<p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Support the ongoing implementation of a rigorous administrator evaluation system, monitor the implementation to make sure system leaders use the evaluation system effectively to provide development support and hold administrators accountable for their effectiveness and outcomes. Support state efforts to measure administrator preparation program effectiveness. In addition, encourage the state to hold programs accountable for outcomes (Recommendations 6 and 10).</p>		

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Support and Develop Leaders</i>
<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>Each student will be actively engaged in college, career preparation, military service and/or competitive employment on year after graduation (Arkansas Department of Education, Vision for Excellence in Education, Goal 4).</p>	<p>Under ESSA, local school districts and schools receiving funding for comprehensive or targeted support are required to include “evidence-based” interventions in the Title I action plans, specifically interventions that demonstrate strong, moderate, or promising levels of evidence.</p> <p>States may hold up to five percent of their Title II allocation for teacher and leader development and an additional three percent for leadership investment.</p> <p>The Supporting Effective Educator Development (SEED) program makes grants to non-profit organizations and institutions of higher education to recruit, select, and prepare, or provide professional development activities for teachers, principals, or other school leaders (Sec. 2242).</p>	<p>New Leaders, argues that “improving school leadership is an evidence-based strategy for improving school performance and developing teacher practice.” Support for school leadership, which may be funded through the Title II is broadly defined in ESSA, allowing Arkansas to invest in strategies specific to the needs of the state, districts, and schools. Opportunities for master principals and coaches through organizations such as the Arkansas Leadership Academy which may qualify as an evidenced based strategy under Title II, Parts A and B. Arkansas can also consider other innovative trainings and opportunities to personalize learning for leaders and grow leaders’ skills, such as Transformational Leadership Coaching (Georgetown University), Cognitive Coaching, and a state model or national mentoring model such as The National Principal Mentor Certification Program (NPMCP), which creates a cadre of mentors whose expertise is channeled to support school leaders.</p> <p>Examples of partnership possibilities for SEED grants and institutions of higher education can be seen with the work of the National Institute for Excellence in Teaching (NIET). In 2013, NIET and Arizona State University furthered their existing partnership with a SEED grant. Planting the SEED, recruits and prepares students to pursue Science, Technology, Engineering and Mathematics (STEM) careers. By combining the existing NIET and ASU partnership in expanding leadership pathways and providing models of effective instruction, this partnership offers Arkansas an opportunity to study multi-prong, multi-grant and partnership approaches to continuous improvement, through the preparation and development of teachers and leaders.</p>

ForwARd Recommendations

Expose Arkansas’ education leaders to the highest-performing schools inside and outside the state and provide them a clear point of reference for what outstanding schools look like. Establish new and support existing highly effective professional development programs (Recommendations 1, 2, 3, 7 and 11).

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<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>Each student will develop and apply personal competencies that foster learning, community engagement, and success in life (Arkansas Department of Education, Vision for Excellence in Education, Goal 3).</p>	<p>Under Title II, states can invest in teacher and leader evaluation systems and use Title II and competitive grant opportunities to “refine and revise these systems to support continuous improvement of instructional practice” while continuing to provide assistance to schools on the delivery of high-quality professional development (Sec. 2101).</p> <p>States may also provide training for principals, leaders, coaches mentors and evaluators to help them learn to differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision-making (Title II, Sec. 2101).</p>	<p>With ESSA, Arkansas can continue to shift focus from compliance and regulation to support and continuous improvement. Building on TESS and LEADS, Arkansas can work systematically with other improvement efforts available under ESSA such as:</p> <ul style="list-style-type: none"> • School leader support for evaluation systems • High-quality professional development (especially topics new to ESSA such as social and emotional learning, personal competencies and school quality indicators) • Professional development aligned to support efforts to provide postsecondary education and dual enrollment courses in secondary school • Comprehensive accountability • Schools and districts of innovation • Direct student services • Student-focused learning initiatives and personal competency development • Statewide networks of experienced school leader mentors <ul style="list-style-type: none"> ▪ Consider incentivizing “principal mentors or coaches” to serve current principals and drawing from effective leaders who are no longer working in schools, yet can offer personalized support. ▪ Create a registry of “principal mentors or coaches” <p>Arkansas can integrate and align policy and practice in order to move toward creating a new vision for teaching and learning.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px;"> <p style="text-align: center;">ForwARd Recommendations</p> <p>Prepare principals to be effective in their role by establishing and supporting existing programs and by ensuring novice principals are mentored by highly effective principals. Support the ongoing implementation of a rigorous administrator evaluation system (such as LEADS). Expose Arkansas’ education leaders to the highest-performing schools inside and outside the state and provide them a clear point of reference for what outstanding schools look like. Establish new and support existing highly effective professional development programs (Recommendations 3, 6, 7 and 11).</p> </div>		

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<p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Prepare principals to be effective in their role by establishing and supporting existing programs and by ensuring novice principals are mentored by highly effective principals. Expose Arkansas’ education leaders to the highest-performing schools inside and outside the state and provide them a clear point of reference for what outstanding schools look like. Establish new and support existing highly effective professional development programs (Recommendations 3, 7 and 11).</p>		

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Support & Develop Educators</i>
<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p> <p>Each student will meet or exceed his/her expected individual growth annually (Arkansas Department of Education, Vision for Excellence in Education, Goal 2).</p>	<p>States can apply for Teacher and School Leader (TSLIP) Incentive program, a competitive grant for performance-based compensation or talent management under Title II, which was formerly TIF (Sec. 2101).</p>	<p>Arkansas can support and develop current teachers interested in leadership. Teacher leader roles offer pathways for teachers to earn greater responsibility and pay, while remaining in schools and classrooms. Roles may include acting as dean of learning/instruction, supporting existing staff, or working with postsecondary programs. Arkansas can assist districts in developing differential pay or other incentives for teachers. According to the USDOE, prior TIF grantees have used federal funding to develop and fund teacher leadership positions and incentivize teachers to serve in high-need schools. Projects have included:</p> <ul style="list-style-type: none"> • Teacher career pathway programs that diversify roles in the teaching force • Teacher pathways that develop and reward excellent teachers as they advance through career stages • Incentives for effective teachers who take on instructional leadership roles within their schools • Incentives that attract, support, reward, and retain the most effective teachers and administrators at high-need schools • Rigorous, ongoing leadership development training for teacher leaders and principals • Leadership roles for teachers aimed at school turnaround • Creation of new salary structures based on effectiveness <p>Denver Public Schools (DPS) offer a model from their pilot, "Differentiated Roles," following a TIF award in 2013. Much can be learned from the work of DPS on offering pathways to leadership and ways to provide support for existing school principals.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px;"> <p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Develop alternative pathways that will enable effective educators to become effective school leaders. Prepare principals to be effective in their role by establishing and supporting highly rigorous principal preparation programs. Implement principal support strategies by providing incentives and support for interested schools. Strategies may include a school administration role, creating a principal supervisor role to support principals, and developing teacher leader positions for teachers to share leadership responsibilities (Recommendations 2, 3, and 4).</p> </div>		

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities for Systemic Support</i>
<p>Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement (Arkansas Department of Education, Vision for Excellence in Education, Goal 1).</p>	<p>Title II of ESSA allows states to incentivize partnerships between districts and preparation programs (Sec. 2101).</p>	<p>The ability to share best practices statewide and beyond is built into ESSA. Title II offers Arkansas an opportunity to incentivize partnerships and increased state and national networking by including these initiatives in the state plan. As part of the ESSA proposal Arkansas can:</p> <ul style="list-style-type: none"> • Write in plans for continued state and national networking, such as Arkansas’ decision in April 2016 to join CCSSO’s Innovation Lab • Leverage current state conferences and summits, • Design a new learning summit to share lessons and practices from highly-rated programs • Establish University, State, and District partnerships for laboratory schools as discussed in “attract and prepare,” including partnerships with teacher preparation programs
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px;"> <p style="text-align: center;">ForwARd Recommendations</p> <p>Prepare principals to be effective in their role by establishing and supporting existing programs and by ensuring novice principals are mentored by highly effective principals. Expose Arkansas’ education leaders to the highest-performing schools inside and outside the state and provide them a clear point of reference for what outstanding schools look like. Establish new and support existing highly effective professional development programs (Recommendations 3, 7 and 11).</p> </div>		<p>Using publicly reported data, combined with an overall emphasis on continuous improvement statewide, schools could identify any areas where they want to improve and, ideally, access state resources and reach out to schools that have experienced success in that area. The state can recognize and study successful efforts to share new knowledge with others and encourage formal and information mentoring relationships for leaders. As part of the continuous improvement cycle, Arkansas could look at educator preparation programs that are tuned in to school needs and have structures and expectations in place to work flexibly in response to school and educator preparation needs. Currently the Office of Innovation for Education in Arkansas, works with cohorts of schools interested in innovative practices and continuous improvement and is working to build a networked community of innovative schools and districts.</p>

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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>ForwARd Recommendation</u></p> <p>Empower principals to partner with school staff in developing a shared vision for instruction and to manage resources important to achieving this vision, including the ability to hire and place staff, remove low-performing staff while ensuring due process, and deploying instructional support processes to meet the school’s unique needs (Recommendation 5).</p> </div>		

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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;">ForwARd Recommendations</p> <p>Streamline current paperwork and regulatory requirements for administrators. Revamp school board training and offer high quality professional development focused on how to govern instead of micromanage and invest in state-funded mentors to support superintendents and school boards in districts with priority schools on effective board governance (Recommendations 8, 13 and 14).</p> </div>		

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Resources

Resources

[Every Student Succeeds Act, Public Law No: 114-95](#)

[Forward: A New Vision for Arkansas Education](#)

[ISBE ESSA Public Bill Review Feb. 29, 2016](#)

[Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals, USDOE](#)

[Summary of Significant Spending and Fiscal Rules in the Every Student Succeeds Act, CCSSO](#)

Teacher and Leader Support and Development

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