

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS ESSA & TEACHER PIPELINE



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ESSA & TEACHER PIPELINE

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 numerous opportunities for the advancement of teacher initiatives, from how Arkansas attracts quality teachers to the workforce, to how they prepare them to teach and lead in schools, to how they continue to support, develop and retain teachers throughout their career life. Arkansas Department of Education's Vision for Excellence in Education of "transforming Arkansas to lead the nation in student-focused education" will be brought to life by teachers across the state.

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Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Attract Quality 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>Title II, “Supporting Effective Instruction” has expanded considerably under ESSA. Permissible state activities include:</p> <ul style="list-style-type: none"> • Teacher certification reform • Evaluation, equitable access to teachers, alternative routes for certification, recruitment and retention • Establishing or expanding teacher or school leader academies, appropriate data use, professional development, and others <p>The recruitment of qualified individuals from other fields to education, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction by establishing, expanding or improving alternate routes for certification is outlined in Title II (Sec. 2101 and 2103). States can also work toward developing or expanding alternative routes for high need subject areas such as teaching students with disabilities, English learners, science and technology, mathematics or other shortage areas.</p>	<p>ESSA includes language that would create consortia of states to work together to develop compatible standards on licensing and certifications. ESSA allows funds to be used for voluntary teacher licensure reciprocity across states. Making it easier for districts to recruit and hire certified teachers could better serve shifting demographics and teacher shortages. Arkansas has an opportunity to combine efforts of recruitment and retention with non-traditional licensure to increase the teacher pool, especially in high need areas, by prioritizing the growth of the education workforce and maximizing federal funds in the consolidated state plan. Additionally, the ADE can continue to refine and explore non-traditional pathways, including The Arkansas Professional Pathway to Educator Licensure (APPEL).</p> <p>Arkansas Agencies can assist districts with attracting:</p> <ul style="list-style-type: none"> • Qualified people from other fields, including the military • Underrepresented groups • Paraprofessionals and mid-career changers • High-need teachers in areas such as teachers of children with disabilities, English learners, science and technology, mathematics • Former teachers who are interested in returning to the classroom through the ADE’s Teach Again initiative

ForwARd Recommendation

Support expansion of effective alternative educator pathways and subject expert pathways for nontraditional talent to enter the teaching profession without sacrificing quality. Explore additional innovative models from traditional and alternative providers to address the need for talent in high-need subjects and high-need schools (Foundational Recommendation 3).

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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>Under ESSA, Title II (Sec. 2101) states can use funds to collaborate with other states on workforce initiatives like a voluntary, portable teaching license.</p> <p>The School Leader Recruitment and Support of Title II (Sec. 2243) 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.</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>ESSA allows states to create consortia to develop processes to improve recruitment, including the development of a portable teaching license. Recruitment efforts can be supported with federal funds from School Leader Recruitment and Support grants. Several programs and resources exist in the state for recruitment, including:</p> <ul style="list-style-type: none"> • Teach Again • Arkansas Teacher Corp • Arkansas Professional Pathway to Educator Licensure • Teach for America • Arkansas Administrator’s Education Association (AAEA) <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
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Establish centralized educator recruitment resources for potential educators across Arkansas. Develop a state-of-the-art website in order to attract and recruit potential teachers from across the state and beyond (Quick Win 1).</p> </div>		

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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 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>Beginning in 2017-2018, states must reserve 7% of Title I, Part A grant to support school improvement activities or an amount that equals what the state received in 1003(a) and 1003(g) in 2016-2017, whichever is greater. Along with this change, new policies support equitable access to multiple pathways to college and career readiness. A school may use awards to offer:</p> <ul style="list-style-type: none"> • Career and technical education coursework aligned with challenging State standards; • Industry-recognized credentials (Sec. 1003A). <p>School plans must describe how students will:</p> <ul style="list-style-type: none"> • Increase access “to early college high school or dual or concurrent enrollment opportunities • Incorporate experiential learning opportunities for in-demand occupations or industries in the state, and work-based learning opportunities <p>Funding associated with “training for teachers.... For the purpose of integrating rigorous academics” is allowed, along with funds for tuition, books and transportation (Sec. 1112 & 1114). Title II, Supporting Effective Instruction, encourages schools to “attract underrepresented groups to education workforce” (Sec. 2101).</p>	<p>In Arkansas, significantly fewer college students are pursuing teaching as a profession; since 2010 enrollment is down by 50 percent. To address this, more emphasis has been placed on Teaching and Training Career Education through the use of two pathways:</p> <ul style="list-style-type: none"> • One path is through the Teaching and Training Career education completer courses • Another path is through a more recent initiative, the Teacher Cadet Career Preparation Program <p>Such programs provide opportunities for:</p> <ul style="list-style-type: none"> • Reaching students early in their career consideration • Attracting underrepresented groups to grow local community’s capacity to support education <p>Schools can “grow their own” teachers and increase student access to early college high school by investing in teacher pathway programs. By combining efforts under Title II, schools may focus on attracting underrepresented groups to pathways programs, thus diversifying Arkansas’s workforce.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Support the introduction and expansion of programs that encourage talented, local high school students to pursue a teaching credential and enter the teaching profession (Foundational Recommendation 1).</p> </div>		

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<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>With Title IV, 21st Century Schools, state activities (Part A) may include supporting districts in providing programs and activities that:</p> <ul style="list-style-type: none"> • Increase access to personalized, rigorous learning experiences • Are supported through the use of technology • Are innovative or evidence-based and provide for the delivery of specialized or rigorous academic courses <p>Such programs and activities may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential.</p>	<p>Pathways to the Teacher Workforce provide high school students the opportunity to obtain an industry certification and qualifications for a “Highly Qualified Paraprofessional” license and students can continue along this path by enrolling in an Educator Preparation Program to seek a standard educator license. As of May, 2016, the Teacher Cadet Program had 115 graduates and 52 districts offering the Teaching and Training Career Education Pathway had 405 students graduate as concentrators.</p> <p>The Teacher Cadet Program “enables students to put their knowledge to work through a classroom internship.” By working with these districts and recent graduates and sharing their practices, Arkansas has an opportunity to expand postsecondary opportunities for high school students, while broadening our teacher pipeline. Arkansas could work within Title IV to expand personalized opportunities, especially through a combination of internship and externships and online, dual and concurrent courses, and digital credentials and badges that showcase transferable skills, allowing students to pursue teacher workforce pathways, in addition to other workforce pathways needed within the state.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Support the introduction and expansion of programs that encourage talented, local high school students to pursue a teaching credential and enter the teaching profession (Foundational Recommendation 1).</p> </div>		

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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>Under Title II, states can assist districts in developing differential pay or other incentives for recruiting (and retaining) teachers, principals and other school leaders in low-income schools and districts and in high-need subject areas (Sec. 2101).</p> <p>States may consider leveraging funds to create Teacher and Leader Academies, as a part of Title II, in order to fill positions in schools working with high needs populations. ESSA specifies that states must ensure that each academy gives its prospective teachers a significant part of their training through clinical preparation, awards certification only after the teacher demonstrates teaching effectiveness, and limits admission to applicants who demonstrate a strong potential to improve student achievement (Sec. 2101).</p>	<p>Arkansas can conduct ongoing studies of high-need geographic areas and consider supports teachers would require to establish residency, in addition to flexibility of pay. Arkansas can also consider other opportunities proposed at the federal level in 2016, such as RESPECT, Stronger Together, and Next Generation High Schools.</p> <p>Under the Teacher and Leader Academy opportunity, Arkansas could partner with other states to create academies at scale to prepare educators for work in high-needs schools. Universities interested in innovating by expanding their current programs could partner with districts and create learning lab sites in local schools or full laboratory schools. These schools could provide year-round learning for pre-service teachers, while expanding opportunities and building the capacity of master teachers and university field supervisors.</p> <p>The Massachusetts Department of Education’s approach has fostered an environment where independent teacher preparation programs can focus on training educators for specific contexts, in a way traditional teacher preparation does not. At the Sposato Graduate School of Education, the focus is exclusively on training teachers to work in schools with high percentages of low income students, which deeply informs school and program decisions. Massachusetts state education officials also evaluate independent teacher preparation programs on outcomes the teachers are trained by the programs to deliver.</p>
<div style="border: 2px solid #004a87; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Attract top talent to teach in high-need subjects and schools by offering flexibility to pay more and by improving incentives; support expansion of alternative and nontraditional pathways and models and 3+1 programs with paid year-long internships (Foundational Recommendations 2-4).</p> </div>		

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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>Title II allows for a STEM Master Teacher Corp to elevate science, technology, engineering and mathematics as a teaching profession, in addition to enabling recruitment from other fields, offering flexibility with licensing, generating academies, and allowing for differential pay (Sec. 2245).</p>	<p>Arkansas has an opportunity to investigate expansion and networking of existing programs and initiatives in Arkansas such as Project Lead the Way (PLTW), and the Arkansas STEM Coalition. Arkansas could also consider ways to combine efforts to recruit and retain top educators in the state and nationally, with opportunities such as the STEM Master Teacher Corp.</p> <p>The STEM Master Teacher Corp can be used to select candidates and offer opportunities to work in scholarly communities for professional development and for higher compensation, with an emphasis on high need and rural schools.</p> <p>By combining efforts of recruitment and retention with non-traditional licensure, Arkansas can increase the teacher pool, especially in high need areas. The ADE has several non-traditional pathways available.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendations</u></p> <p>Attract top talent to teach in high-need subjects and schools by offering flexibility to pay more and by improving incentives; support expansion of alternative and nontraditional pathways and models and 3+1 programs with paid year-long internships (Foundational Recommendations 2-4).</p> </div>		

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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>As a part of formula grants to states, ESSA (Title II, Sec. 2101) provides more options for alternative approaches to teacher preparation, calling for the reform of teacher, principal, or other school leader certification, recertification, licensing or tenure systems or preparation program standards and approval processes.</p>	<p>Current pathways exist that may be expanded and integrated through initiatives such as the Arkansas Teacher Corp. The Arkansas Teacher Corps serves students and communities in our state by:</p> <ul style="list-style-type: none"> • Seeking the highest achieving individuals from ALL majors and fields to teach in a high-need school districts • Offering ATC Fellows a \$15,000 Fellowship stipend (over 3 years) and a regular teaching salary • Conducting a 6-week training institute, with firsthand experience of best practices in instruction • Placing cohorts of Fellows to teach for 3 + years in high-need districts across the state of Arkansas • Ensuring that ATC fellows complete all the requirements for a standard teaching license <p>A number of additional budget requests, separate from ESSA, include funds for teacher attraction, retention and effectiveness. Federal budget requests for 2017 offer additional opportunities for teacher education and community and education integration, including \$10 million for Teach to Lead grants to build on the promising work at the Department’s “Teach to Lead” gatherings and \$120 million for new “Stronger Together” grants which “encourage innovative, ambitious community-supported strategies and expand existing efforts in states and communities” and \$125 million for Teacher and Principal Pathways program.</p>

ForwARd Recommendations

Attract top talent to teach in high-need subjects and schools by offering flexibility to pay more and by improving incentives; support expansion of alternative and nontraditional pathways and models and 3+1 programs with paid year-long internships (Foundational Recommendations 2-4).

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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>As a part of ESSA (Title II, Sec. 2002), teacher academies can serve as school-based residencies for prospective teachers where they can partner with effective teachers of record for a minimum of one academic year. States are required to eliminate “unnecessary requirements” for authorization, such as requiring that faculty hold advanced degrees or conduct academic research, that students complete a certain number of credit hours or sequence of coursework for graduation, or that preparation academies receive accreditation from an accrediting body.</p> <p>States must ensure that each academy:</p> <ul style="list-style-type: none"> • Provides prospective teachers “a significant part of their training through clinical preparation,” • Awards “a certificate of completion to a teacher only after the teacher demonstrates that the teacher is an effective teacher,” • Limits admission to candidates who demonstrate strong potential to improve student achievement. <p>The law also requires that states recognize the certificates from these academies, “as at least the equivalent of a master’s degree in education for the purposes of hiring, retention, compensation, and promotion in the State.”</p>	<p>An alternative opportunity to improve teacher and leader preparation, in addition to building on existing models, is “to build new institutions from the ground up with entirely different business models that are aligned with student outcomes” according to Brookings.</p> <p>Institutions that have done this, based on incentivized and prioritized business models, include Relay Graduate School of Education, Match Teacher Residency, Urban Teachers, and Aspire Teacher Residency.</p> <p>Some of their strategies include: selective admissions requirements, setting competency-based graduation requirements, creating close partnerships with local schools and universities to offer innovative programs, designing high-quality curricula, and supporting graduates during their induction into the profession.</p>

ForwARd Recommendations

Explore additional innovative models from traditional and alternative providers to address the need for talent in high-need subjects and high-need schools; review and streamline regulations that do not drive outcomes, allow for 3+1 programs with paid internships (Foundational Recommendations 3-4).

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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>ESSA (Title II, Sec. 2101) calls for “reforming teacher, principal, or other school leader certification, recertification, licensing or tenure systems or preparation program standards and approval processes to ensure that:</p> <ul style="list-style-type: none"> • Teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the state, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging state academic standards • Principals or other school leaders have the instructional leadership skills to help teachers • Teacher certification or licensing requirements are aligned with such challenging state academic standards <p>ESSA regulations may require states to hold teacher preparation programs (traditional and alternative) accountable for their graduates’ performance in the classroom, including a measure of students’ learning growth.</p>	<p>The Educator Preparation Unit at the ADE approves programs of study that lead to licensure for pre-school through grade 12 teachers, administrators and other school personnel. Institutions of higher education (IHE) that offer programs leading to licensure “shall be accredited by a national or regional accrediting agency.” In 2015, the state completed its second year of TESS and LEADS implementation, the training and support for educator preparation programs. Higher education and non-traditional programs have been tasked with re-shaping their efforts to train and qualify educators by incorporating the current TESS and LEADS into their programs of study and must submit a Letter of Assurance to the ADE to document TESS-and-LEADS-ready educators.</p> <p>While several important indicators are reported from preparation programs to the ADE, Arkansas has an opportunity to revisit and improve requirements which could include multiple outcome measures. Arkansas can consider implementing ESSA proposed regulations which (may) require states to hold teacher preparation programs (traditional and alternative) accountable for their graduates’ performance in the classroom, including a measure of students’ learning growth. Proposed legislation, as of December 2016, recommends Novice teachers (3 years) be supported and followed from each program, for 3 years, based on the following:</p> <ul style="list-style-type: none"> • Public school student learning outcome • Program graduate employment outcomes • Survey outcomes • Accreditation or state approval

ForwARd Recommendations

Support state efforts to measure and report the performance of educator preparation programs, including the use of multiple outcome measures such as the student growth of graduates. Encourage the state to hold traditional and alternative educator preparation programs accountable for their completers’/graduates’ impact on student learning (Foundational Recommendation 5 and Other Recommendation).

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<p><u>ForwARd Recommendation</u></p> <p>Support state efforts to measure and report the performance of educator preparation programs, including the use of multiple outcome measures such as the student growth of graduates (Foundational Recommendation 5).</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>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” (Sec. 2101) while continuing to provide assistance to schools on the delivery of high-quality professional development. 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 competencies and school quality indicators) • Professional development aligned to support teachers’ efforts to provide postsecondary education and dual enrollment courses • Comprehensive accountability • Direct student services • Student-focused learning initiatives <p>Arkansas can integrate and align policy and practice in order to move toward creating a vision for teaching and learning.</p>
<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Support ongoing implementation of a rigorous teacher support and accountability system; monitor policies and implementation to maintain evaluation accuracy, rigor, and fairness and offer administrator professional development (Other Recommendation).</p> </div>		

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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Support ongoing implementation of a rigorous teacher support and accountability system; monitor policies and implementation to maintain evaluation accuracy, rigor, and fairness and offer continued administrator professional development (Other Recommendation).</p> </div>		

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<div style="border: 2px solid #003366; border-radius: 15px; padding: 10px; text-align: center;"> <p><u>ForwARd Recommendation</u></p> <p>Develop teacher leader roles (especially roles allowing teachers to maintain time in the classroom) to allow effective teachers to take on more responsibility, support school leadership and be compensated more. Teacher leaders should be selected based on rigorous, objective criteria (Other Recommendation).</p> </div>		

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ESSA & TEACHER PIPELINE

Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Retain Quality 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>ESSA maintains the Supporting Effective Educator Development (SEED) Grants from NCLB, which provide competitive funding to national nonprofit organizations and districts for projects to recruit, select, prepare, and provide professional development for teachers or school leaders (Title II).</p> <p>States can apply for the Teacher and School Leader Incentive program, a competitive grant, for performance-based compensation or talent management under Title II (Sec. 2101).</p>	<p>SEED and Teacher and School Leader Incentive funds support innovative change in the way new teachers are developed and/or compensated, and are available to both traditional and alternative teacher preparation programs. By integrating opportunities such as teacher academies, Arkansas has an opportunity to support new teachers to the field through funding and resources.</p> <p>In addition to offering avenues for greater support and development, teacher leader roles under Title II offers pathways for teachers to earn greater responsibility and pay, while remaining in schools. Roles may include supporting existing staff or working with postsecondary programs. Arkansas can assist districts in developing differential pay or other incentives to help retain teachers, including instructional leadership roles.</p>
<p style="text-align: center;"><u>ForwARd Recommendations</u></p> <p>Identify other funding for educator preparation program proposals to offer support to graduates in the first year of teaching. In the long term, support substantial additional investment to pay teachers more (Other Recommendations).</p>		

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS

ESSA & TEACHER PIPELINE

Intersection with Arkansas Agencies	Every Student Succeeds Act	<i>Opportunities to Retain 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>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 late 2015 to join CCSO’s Innovation Lab • Leverage current state conferences and summits, • Design a learning summit to share lessons and practices from highly-rated programs • Establish University, State and District partnerships for laboratory schools as discussed in “attract educators,” including partnerships with teacher preparation programs <p>Using publicly reported data, combined with an overall emphasis on continuous improvement statewide, schools could identify areas where they want to improve and, ideally, access state resources and reach out to schools that have experienced success in that area.</p> <p>The state can recognize and study successful efforts to share knowledge with others. 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.</p>

ForwARd Recommendations

Attract top talent to teach in high-need subjects and schools by offering flexibility to pay more and by improving incentives; support expansion of alternative and nontraditional pathways and models and 3+1 programs with paid year-long. Recognize and celebrate Arkansas’s most highly-rated programs and teachers, for example in Arkansas-wide teaching and learning summit, and a public marketing campaign. (Foundational Recommendations 2-4, Other Recommendations).

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS

ESSA & TEACHER PIPELINE

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 Support and Development

[Critical Area Outline: Teacher and Leader Quality, CCSSO, March 29, 2016](#)

[The Every Student Succeeds Act: A Half-full or Half-empty Glass for Early Education, January 11, 2016](#)

[Pathways to New Accountability Through the Every Student Succeeds Act, April, 2016. Learning Policy Institute.](#)

[New Opportunities to Advance Personalized Learning in the Every Student Succeeds Act \(ESSA,\), 2016, Knowledge Works.](#)

[TESS and LEADS Update, 2016](#)

Teacher Retention

[Teacher Incentive Fund, July, 2016, USDOE](#)

[President Obama Release FY17 Budget, NSTA Blog, February, 2016](#)

Teacher Recruitment

[Non-traditional Routes to Licensure, ADE, 2016](#)

OPPORTUNITIES TO ADVANCE EDUCATION IN ARKANSAS

ESSA & TEACHER PIPELINE

[Teacher Cadets Program, ADE, 2016](#)

[Teacher and School Leader Evaluations, Bureau of Legislative Research, June 22, 2016.](#)

[ESSA, Title IIA, Preparing, Training, and Recruiting High-Quality Teachers, Principals and Other School Leaders, Chiefs for Change, September, 2016.](#)