

**Arkansas Department of Education
Professional Licensure Standards Board (PLSB)
Friday, December 2, 2016
8:00 a.m.**

A meeting of the Professional Licensure Standards Board was held in the ADE Professional Licensure Standards Board Conference Room at #4 Capitol Mall, Room 105C, Little Rock, AR, on December 2, 2016. Members of the Board present were Ms. Kathy Howell, Chair; voting members: Dr. Shelly Albritton; Ms. Lisa Baker; Ms. Brenda Brown; Ms. Victoria Groves-Scott; Ms. Lillian Hemphill; Dr. Donny Lee; Dr. Greg Murry; Non-voting members: Ms. Ivy Pfeffer. ADE staff members in attendance were Bilenda Harris-Ritter, Eric James, Cheri Rolett, Paula Thurmond, Jean Robertson, April Daniel, and Sarah Banker. Attending guest speakers were Joan Luneau, Frank Servedio, and Cheryl Reinhart. Also in attendance were Clara Carroll, Cheri Smith, Karen Wright, Christine Williams from Harding University and Michael Rowland with ADE.

- 1. Call to Order** – The meeting was called to order by Kathy Howell, Chair at 8:10 a.m.
- 2. Staffing Update** - Eric James

Mr. James introduced Bilenda Harris-Ritter as the newest member to PLSB as our Staff Attorney.

- 3. Approval of Minutes** – Kathy Howell, Chair

Motion made by Donnie Lee and seconded by Ms. Baker to approve the September 2, 2016, minutes as submitted. Minutes were approved by a unanimous vote.

- 4. Discussion and Reports**

- a) Update on PLSB cases, trainings, and filed work – Eric James

Mr. James discussed the PLSB Ethics Data for the 2016-17 school year. He also said the December 2016 stats are not available yet.

Through November '16, the PLSB has received a total of ninety-eight (98) allegations. Out of these 98 allegations, approximately 63% of the cases have been authorized. Mr. James went over each standard with statistics on each as follows:

Standard 1: The most investigated standard. Coaches made up 48% of the allegations that were authorized. The majority of which used inappropriate communication with the students. The most consistent violation in Standard 1 is bullying, social media, and sexual dialogue. Mr. James noted that most of the activity is happening outside the classroom; for example: coaches giving out their phone number to students, extracurricular activities are also opportunities for educators and students to engage in wrong doing.

Standard 2: A total of fifty-three (53) allegations were received; twenty-one (21) were authorized for investigation; and thirty-two (32) were not authorized for investigation.

Standard 3: A total of twenty-three (23) allegations were received; ten (10) were authorized for investigation; thirteen (13) were not authorized for investigation.

Ms. Pfeffer brought up the need for training and having conversations with superintendents on making allegations and who needs to report it. An individual is a mandated reporter and there is a need for clarity on who needs to do the reporting.

Dr. Murry, speaking on behalf of Conway School District, brought up the question on what's reportable and what's not reportable based on the situation. He suggested that if uncertainty is there, it should be turned over to DHS and let them be the deciding factor.

Mr. James made the comment after Dr. Murry that any and all conversations should be documented each time you're with a student, parent, teacher, etc.

Ms. Howell commented and spoke about AETN Arkansas Ideas courses and their training. She felt it is the individual's responsibility to report the incident.

Standard 4: Thirteen (13) allegations were received; four (4) were authorized for investigation; and nine (9) were not authorized for investigation.

Standard 5: Four (4) allegations were received; two (2) were authorized; and two (2) were not. Mr. James stated that Standard 5 has consistently been our least investigated standard.

Standard 6 (Testing): Six (6) allegations were received; and six (6) allegations were authorized for investigation.

Standard 7 (Confidentiality): Twelve (12) allegations were received; Seven (7) were authorized for investigation; and five (5) were not authorized for investigation.

Standard 8 (Alcohol Drugs, Meds): Three (3) allegations were received; four (4) were authorized for investigation; and one (1) was not authorized for investigation.

Mr. James currently makes presentations at the colleges listed below. Almost every university has been trained up to this point.

University of Central Arkansas (UCA)
Arkansas State University (ASU)
Arkansas Tech University (ATU)
University of Arkansas at Monticello
Southern Arkansas University (SAU)
Harding University

Dr. Albritton commented that Mr. James taught a Saturday class at UCA. The attendance at this class was thirty (30) people and it was well received.

Mr. James gave a total of teacher male vs female ratios for comparison purposes. There were 11,672 males vs 25,205 females totaling 36,777. There were 118 cases authorized for the year 2015-2016. There was .0032% of teachers who had authorized investigations. The question was asked how many educators had a sanction. Mr. James did not have that data available. He will have it available at the next meeting.

Since July 2016 through November 2016, PLSB has received 60 allegations; we currently are at a total of ninety (90) cases. The floor was open for discussion on the following topics:

Ms. Hemphill asked Mr. James if there is a certain part of the state that has more problems than others. Ms. Scott asked if the teachers were new or older educators; or graduates of that particular school. Mr. James said he would get the data on this and present it at the next meeting.

Dr. Lee spoke on the preparation of the educator and the data they've received or not received to better help them understand the Code of Ethics and standards.

Dr. Albritton asked if there are screenings that could be done to get to the heart of a teacher and their beliefs and concerns. The process is in place to help determine the teacher and their beliefs on teaching and caring about students.

Ms. Hemphill spoke on the culture of the teachers; ethical behavior; and their training. She thinks moving forward we will see more problems. She continually watches her school for issues and helps other teachers be aware of issues in their school.

Dr. Lee spoke on how schools have historically operated in a certain way; we no longer live in the world where a teacher can reprimand the student and be done with it. Cultural issues and ethics play a major part in the upcoming teachers today. Dr. Lee hopes that the standards empower the teachers and not cause paranormal behavior. Also, to understand the boundaries and how the PLSB Ethics Board works with them to teach them these standards.

Ms. Howell suggested providing the media with information or a narrative on the ethical standards to reach out to the public. Ms. Pfeffer said that would be possible. Mr. James and Ms. Pfeffer could work with Dr. Key to put together a short narrative for the media.

Dr. Lee thinks there is a need to consistently work with other people's children and the constant narrative of how we can better be prepared in today's world to be better prepared. He felt the media needs to be influenced consistently as well.

- b) Staffing Update – Eric James – This was done at the beginning of the meeting.
- c) Title II Higher Education Act Revision – Frank Servedio

Teacher Preparation Final Regs data elements consist of program entry, exit requirements, test scores, the number of enrollees and completers, ways in which TPP's address shortage areas, ways technology is incorporated into programs, and steps taken to improve the quality of the current and future teaching force.

NEW REGULATIONS:

There have been very few changes in HEA Title II provisions.....UNTIL NOW. Below is the link to the Federal Register for the Department of Education Teacher Preparation Issues: Federal Register/Vol. 81, No. 210/Monday, October 31, 2016/Rules and Regulations.

<http://www.gpo.gov/fdsys/pkg/FR-2016-10-31/pdf/2016-24856.pdf>

FEDERAL REGISTER

Mr. Servedio told the Board beginning fall, of 2018, each State:

- Will report to the U.S. Dept. of Ed on the quality and ranking of all TPP's in the State; and
- Will make the information (including ratings of TPP's) available to the public by posting on the State's website, and by other means that are deemed appropriate.

To evaluate TPP's the State must assess indicators of novice teachers' knowledge and skills. At a minimum, these are to include:

1. Student learning outcomes
2. Employment outcomes
3. Survey outcomes
4. Characteristics of programs

Required indicators are included in the new regulations. States are to establish procedures for rating TPP's (including the weighing of indicators) in consultation with stakeholders. Federal "Guidance" is still to come. (See handout for the 4 indicators).

Beginning the spring of 2018, each EPP will report on the characteristics of their TPP's via an institutional report card (IRC). The format will be established by U.S. Department of Education.

Beginning in fall 2018, each state will report on the quality and ranking of all TPP's in the state and will make the information available to the public.

To evaluate TPP's the state must assess indicators of novice teachers, knowledge, and skills. Learning outcomes of students taught by novice teachers (teachers in their first 3 years of teaching) from each program may be assessed by:

(1) Student Learning Outcomes

- a) Student growth, teacher evaluation measure or a combination of the above.
- b) The State will report on teacher placement rates (statewide and in high-need schools) and teacher retention rates (statewide and in high-need schools).
- c) Another state-determined measure that is relevant to calculating student learning outcomes and that meaningfully differentiates among teacher; or

d) Any combination of (a), (b), or (c).

(1) Employment Outcomes

Each state shall report a teacher retention rate for **each** of the **three cohorts** of novice teachers immediately preceding the current Title II reporting year (three years of retention data will be compiled).

Ms. Pfeffer spoke on a way the data would be reported for Arkansas, but not outside the State of Arkansas. For Arkansas, we need to identify the number of students who leave a particular school and if this counts against them. The data that's on retention now is high.

Mr. Servedio said the stakeholders will discuss all these factors once they get together. They may come to a consensus that there are more factors than the ones discussed today.

(2) Survey Outcomes

Teacher surveys and employer surveys will include qualitative data and Quantitative data.

(3) Characteristics of TTP's

To assure whether the program is accredited by an agency recognized for the accreditation of professional teacher education programs or produces teacher candidates these items have to be met: (a) content and pedagogical knowledge, (b) quality clinical preparation, and (c) who have met rigorous teacher candidate exit qualifications.

Based on the indicators, each individual teacher preparation program will be rated annually as either low-performing, at-risk (of becoming low-performing), or effective. If a program is at-risk and/or low performing for two years in a 3-year period, its students will be ineligible for TEACH grants.

Consequences for a low-performing TPP are:

- 1) The program would be ineligible for U.S. Department of Ed funding for professional development activities.
- 2) The Program may not include any candidate who receives aid under Title IV of the Higher Education Act.
- 3) The Program must provide transitional support, including remedial services, to students enrolled at the time of termination of financial support (or withdrawal of approval).

Low-performing?

What actions must a state take with respect to programs identified as low-performing?

At a minimum, the state must provide technical assistance to help improve performance in accordance with section 207(a) of the Higher Education Act.

Technical assistance- may include, but not limited to:

- Providing information on the specific indicators used to determine ratings
- Assisting programs to address the rigor of their exit criteria
- Helping identify areas of curriculum or experiences that correlate with gaps
- Helping identify research and other resources to assist program improvement
- Sharing best practices from exemplary program

Draft Timeline was discussed for EPPs for Old Title II and New Title II for Spring/Fall '17, Spring/Fall '18, Spring/Fall '19, and Spring/Fall '20

Definitions of a novice teacher, initial and high-need schools-High Poverty Schools, enrollee, graduate. The minimum number of recent graduates that require a program to report is at twenty-five. A lower threshold may be chosen by the state. (See handout).

- d) Professional Standards for Educational Leaders (PSEL) and administrator preparation- Ivy Pfeffer

State Bd. Adopted PLSB Standards. Spoke on replacing old standards with new standards. Looking at leadership. Met with David Cook on revisions on mentoring, leadership counseling and take advantage of legislative body that are coordinating these efforts to put these principles in place.

- e) Update on Legislation – Ivy Pfeffer and Cheryl Reinhart
PLSB – Summaries of Proposed Legislation Relating to the PLSB and Background Checks ***See handout

Ms. Reinhart discussed one time finger printing. This is in the process of being implemented. Once fingerprints are on file, ADE is notified of an offense. Only a new background check would be run on this person. This is for licensed and classified employees.

Background Checks

There is an issue getting employers to get to the LifeScan locations for fingerprinting. The ones who cannot get to the LifeScan machines will have the option to do fingerprinting with ink. LifeScan is a faster process and a less failure rate than finger printing with ink. The ink fingerprint card is mailed to ADE Licensure and then mailed to the Arkansas State Police which is a much slower process. The Arkansas State Police no longer does the ADE fingerprinting; it is done in-house.

Discussion on non-licensed employees who have a Written Reprimand, for example, or whatever the sanction may be will have to be made public. Further discussion on this will take place on how to handle this.

- f) Special Education discussions – Test requirements and discussions regarding future licensure options – Ivy Pfeffer

Input was received from the public and the board, etc. on these test requirements. Coop had 60 positions that were under a waiver not a license; to date 58 out of 60 were enrolled in a program leading to licensure. The Governor's office has reviewed this and given approval to move forward.

Ms. Howell asked if groups were needed to join in and go over the legislation procedures and criteria needed to implement these procedures. Discussion was brought up regarding putting a group together before the March meeting.

Special Education – Ivy Pfeffer – See handout

Ivy encouraged the board to be engaged in the legislation process with ADE.

- g) CAEP Cycle Update – Joan Luneau

Review of Harding Audit – Joan Luneau, Ed Prep Accreditation

Data Elements consist of:

- Program Entry/Exit Requirements; Reviewing data, EPPR and CAEP report.

Ms. Luneau made the Board aware that All CAEP information mentioned today is confidential.

Current EPPR Data: Data is what makes a good program. This report is not a compliance report. This is the first time for this program, Joan is only presenting the program.

Dr. Murry asked if the Board's role is to approve this audit program and critique. Ms. Luneau replied that she is not in a position to make decisions, just to present the program to the Board. The Board is to review this new information presented by Joan Luneau not to vote on it.

One of the items they like to look at is enrollment to program completion rate and the average per year enrolled and what was completed. Higher Ed also looks at enrollment to program completion rate. Other items:

- Test Scores & Demographics – recruiting more minorities into the program; shortage areas and how to recruit more students in this area.
- Number of Enrollees and Completers: Harding is below state average but has improved.
- Ways in which TPP's address shortage areas.
- Ways technology is incorporated into programs.
- Steps taken to improve the quality of the current and future teaching force (Includes weak criteria for identifying low-performing TPP's).

Harding is the first in the state to receive CAEP initial accreditation. There are no improvements needed and they will be revisited in seven (7) years. Harding University received a 4.17 which

is greater than the state average. Ms. Luneau gave them a good “check mark” for a job well done.

Dr. Lee commended Joan on the work she’s done with the audit for Harding.

Dr. Lee introduced guests from Harding: Christine Williams, Licensure officer, Karen Wright, CAEP Coordinator & Title II Program, Cheri Smith, Chair for Teacher Education, and Clara Carroll, Associate Dean.

Dr. Lee spoke on Title II and the variables the school can control and not control. Karen Wright spoke on CAEP efforts and how the team came together and appreciative of ADE for their conversation and dialogue.

Ms. Howell commended Ms. Luneau on behalf of the PLSB Board on the good job their office has done, and how informative the data is for everyone and the state.

Ms. Howell asked if there was an action that needed to take place at this time on the Harding audit. Ms. Luneau said Harding will need to have a response by the March meeting on their progress. Harding will need to present their plan on corrections and improvement growth back to the PLSB at the March board meeting. Ms. Luneau suggested mailing the packet out to the Board two weeks before the meeting to be able to review the material beforehand. Ms. Howell agreed and thought this would be helpful to the Board in making good decisions.

Joan asked for recommendations from the Board so she can prepare for the March meeting.

Victoria Groves-Scott spoke on the PRAXIS testing scores pertaining to Harding. Harding will give their feedback at the March meeting. Ms. Luneau will provide information to the board prior to the March meeting.

Ms. Luneau told the Board that the next three (3) audits are at Lyon College in the spring of 2017 for the Apple program. The audits will phase out within the next year. Ms. Luneau asked the Board for any recommendations to the audit process. The CAEP process will be revisited in March. No further questions were addressed.

h) Other Discussion Items

(a) Todd Sellers: Science Questions and Coaching Endorsement

Todd Sellers was not able to attend the meeting. This will be put on the March agenda.

Meeting was adjourned at 11:30 a.m. Next meeting will be March 3, 2017.