

B-2: LEAD & MASTER PROFESSIONAL EDUCATOR STANDARDS

EXHIBIT ONE (1)

Teacher Leader Model Standards, Developed by
the Teacher Leadership Exploratory Consortium

B-3(a): CLARENDON SCHOOL DISTRICT

EXHIBIT ONE (1)

PowerPoint Presentation

B-3(b): CUTTER MORNING STAR SCHOOL DISTRICT

EXHIBIT ONE (1)

Waiver Presentation Points

EXHIBIT TWO (2)

School Board Resolution (11/28/18)

C E R T I F I C A T E

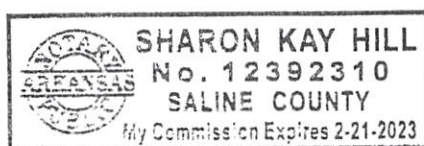
I, SHARON K. HILL, a Certified Court Reporter, do hereby
certify that the exhibits contained herein, and as listed
above, are true and correct copies of the exhibits provided to
me in the captioned matter.

WITNESS MY HAND AND SEAL THIS DATE: January 20, 2019.



Sharon K. Hill

SHARON K. HILL, CCR
Certified Court Reporter
Certificate No. 670



B-2: LEAD & MASTER PROFESSIONAL EDUCATOR STANDARDS
EXHIBIT ONE (1)

SHARON K. HILL, CCR
(501) 680-0888

Teacher Leader Model Standards

Developed by the Teacher Leadership
Exploratory Consortium

Domain I

Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.



Functions

The teacher leader:

- a) Utilizes group processes to help colleagues¹ work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

¹ By colleagues, we mean members of the school community, including teachers, administrators, specialists, and others involved in the education of children at the school or district level.

Domain II

Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader

models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.



Functions

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Teacher Leader Model Standards cont'd

Domain III

Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.



Functions

The teacher leader:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain IV

Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.



Functions

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Teacher Leader Model Standards cont'd

Domain V

Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection



of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Functions

The teacher leader:

- a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI

Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.



Functions

The teacher leader:

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and
- e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Teacher Leader Model Standards cont'd

Domain VII

Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.



Functions

The teacher leader:

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and
- e) Represents and advocates for the profession in contexts outside of the classroom.

B-3 (a) : CLARENDON SCHOOL DISTRICT
EXHIBIT ONE (1)

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Clarendon-Holly Grove School District

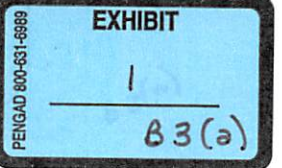
Act 1240

Request for Waivers



Arkansas State Board of Education Meeting,
January 10, 2019

1



PENGAD 800-631-6989

Rationale for Waiver

- Clarendon-Holly Grove School District would like to request waivers for Clarendon-Holly Grove Elementary School due to critical shortage in licensed teachers in the Delta. Clarendon-Holly Grove School District needs these waivers due to limitations in finding licensed personnel that will relocate to our area and stay in our district. We are in a rural area of the state. Our district enrollment has declined as has our population. Though we advertise our positions, often times we can not secure licensed personnel. These waivers will allow the district to pay knowledgeable four year degreed instructors for our elementary classrooms. The educator will meet requirements such as completion of criminal background checks, Child Maltreatment registry, and required professional development. Our novice waiver teachers will attend novice teacher training at Great Rivers Educational Cooperative. Our novice waiver teachers will also be required to register for a state recommended teacher licensure program.
- At Clarendon-Holly Grove School District we plan to follow state department guidelines to hire college graduates that have 18 hours in a specified area to teach at our elementary school in the specified area. An example is a college graduate with 18 hours in math would teach math in the elementary setting in order to meet AQT.

Summary

Many school districts in the core of the Arkansas Delta, including Clarendon-Holly Grove School District, have great difficulty hiring certified teachers with the content knowledge and appropriate licensures currently required under current state law. These counties include: Monroe, Phillips, Lee, St. Francis, and portions of Crittenden County.

Clarendon-Holly Grove recognizes that the teacher in the classroom is the single most important factor that influences learning and therefore seeks an appropriate balance of temporary rule relaxation with appropriate checks to ensure adequate teaching quality.

Statute/Standard/Rule Requested Waivers for the Clarendon-Holly Grove School District

(Regarding Teacher Licensure)

1. **Section 7 of the Arkansas Department of Education Rules Governing Educator Licensure;**
2. **Section 4-D.1** of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
3. **Ark. Code Ann. §6-15-1004** Qualified teachers in every public school classroom;
4. **Ark. Code Ann. §6-17-309** Certified to teach grade or subject matter-exceptions-waivers;
5. **Ark. Code Ann. §6-17-401** Teacher licensure requirement;
6. **Ark. Code Ann. §6-17-902** Definition (definition of a teacher as licensed); and
7. **Ark. Code Ann. §6-17-919** Warrants void without valid certification and contract.

Timeframe Request

- Three year waiver request to 2021, retroactive, to address the current cadre of teachers continuation of the process toward achieving licensure.
- This will greatly enhance addressing the teacher shortages through “grow-your-own.”

District Process toward Adequacy Assurances

- ✓ **Core Subject Teachers**-will fully comply with ADE Rules governing Arkansas Qualified Teachers. (AQT).
- ✓ **Background Checks**-all teachers will have to successfully complete criminal background checks and Child Maltreatment Central Registry Checks.
- ✓ **TESS**-all teachers are subject to TESS requirements as novice teachers.
- ✓ **Training**-all teachers hired under these waivers will receive training (including ethics); mentoring, and all other necessary support through the Great Rivers Educational Cooperative and Clarendon-Holly Grove School District.
- ✓ **Licensure Process**- all waiver hires will work towards licensure, supported by the Great Rivers Educational Cooperative and the Clarendon-Holly Grove School District in this process.

AQT Requirements

- Clarendon-Holly Grove School District will follow all state department rulings and school law as related to Arkansas Qualified Teacher (AQT)

Issues with Recruitment to Retention of Teachers in the Delta

- **2010 Census**, Delta counties experienced accelerated population loss at varying rates. Monroe County experienced a 20.5% loss in population. This was the largest population loss in Arkansas. This loss in population continues to affect our school population proportionally.
- **Summer 2018**-Three Certified teachers applied-two were hired
- **Long Commute**-25% of our teachers commute long distances

Significant Underlying Regional Factors

Praxis Testing
Difficulties

Agricultural
Mechanization
& Population
Drain

Regional
Demographic
skews
older

Cost of Licensure
Programs

Smaller Pool of
Candidates
with Education
Degrees

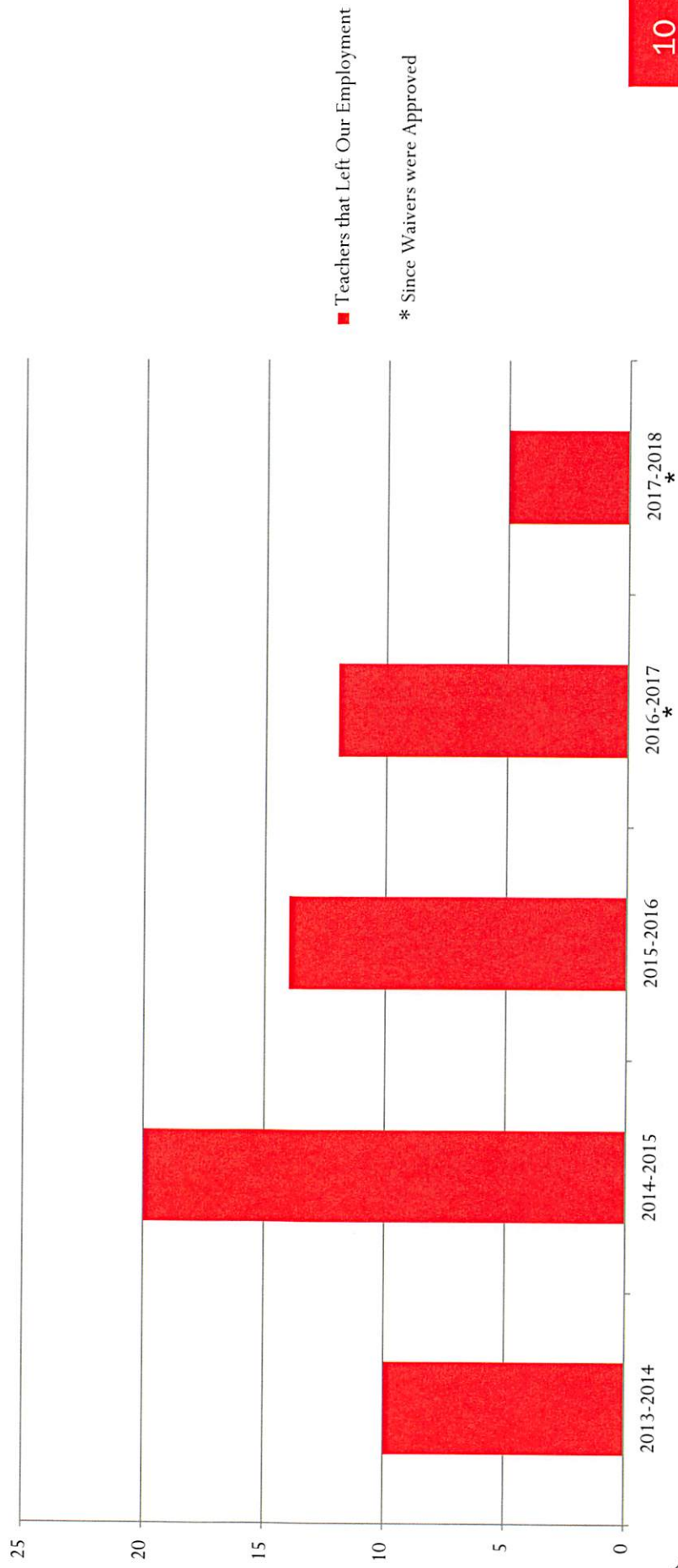
Smaller
Taxable
Base = Lower
Salary

Low
unemployment
statewide

Retirement

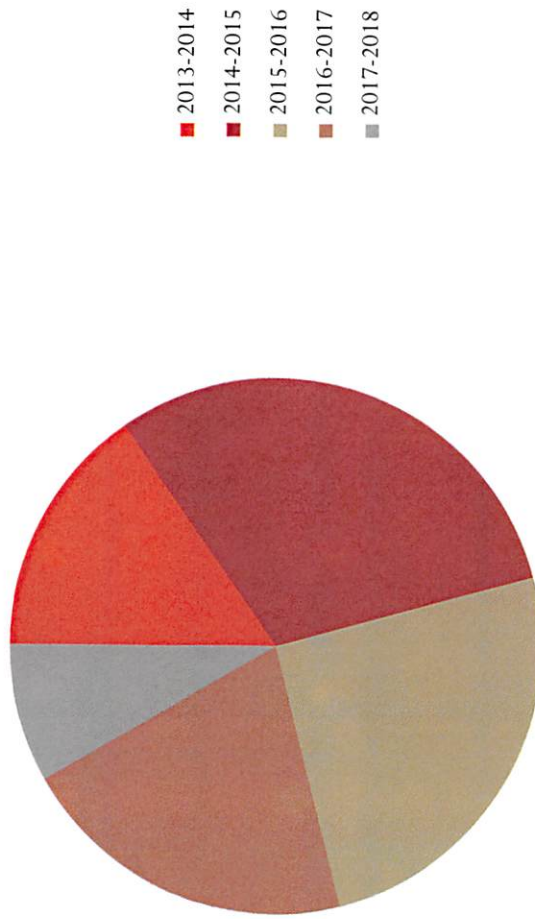
Impact of Waivers on Teacher Retention

Teacher Retention Data



Teacher Retention Data

Percentage of Teachers Leaving the District



Teacher Shortage Impact on Clarendon-Holly Grove

Often times we make hiring decisions in late summer.

Teachers have thirty days after given contract to notify our district of their return. Plus an additional ten days to reconsider their contracts.

Clarendon-Holly Grove School District's Proactive Efforts to Address Teacher Shortage

- Efforts include professional partnerships and alternative pathways:
 - ✓ Paraprofessional to Teacher Program (UAPB)
 - ✓ Arkansas Professional Pathway to Teacher Educator Licensure (APPEL)
 - ✓ Teach for America
 - ✓ Arkansas Teacher Corps
 - ✓ ABCTE- American Board for Certification of Teacher Excellence
 - ✓ MAT-Masters of Art in Teaching
 - ✓ MCCIT- Monroe County Children in Trust
- Career and Job Fairs throughout the state
- Free Childcare for all staff

Clarendon-Holly Grove School District's Proactive Efforts to Address Teacher Shortage Continued

Efforts also include:

- ✓ Advertise positions in the Monroe County Herald
 - ✓ Posted openings on the Great Rivers Educational Service Coop website
 - ✓ Posted openings on the AAEA website (School Spring)
 - ✓ Posted Job openings on District website
 - ✓ Distribution of openings to all Arkansas Institutions of Higher Education
 - ✓ Reached out to neighboring districts
 - ✓ Offering high priority District Retention and Recruitment Bonuses
- A.C.A. 6-17-811.

Successful Use of Current Waiver

Clarendon-Holly Grove School District use of the waiver:

- Led to filled positions
- Employees hired are all on paths to licensure
- Mentored by experienced educators
- Mentored by Great Rivers Educational Service Cooperative Professionals

Teachers in Licensure Process

Teacher A

Degree: Bachelor of Science- Interdisciplinary Studies (primary Health, Education and Agriculture)

Licensure: MAT

Praxis: Must pass the test

Experience: 2 years Substitute teacher at Marvell Academy & Jonesboro,
1 year Clarendon School District- Paraprofessional, 2 ½ years Clarendon School District-teacher

Teacher B

Degree: Bachelor of Arts in Interdisciplinary Studies (2 years Education, Criminal Justice , Psychology)

Licensure: ABCTE (American Board for Certification of Teachers Excellence)

Praxis: Must pass the test

Experience: 3 years Moro Head Start, 3 years CRDC Head Start in Jonesboro,
2 years McCrory School District-Paraprofessional, 2 years Brinkley School District-Paraprofessional,
2 years Clarendon School District-Paraprofessional, 2 ½ years Clarendon School District-teacher

Teacher C

Degree: Bachelor of Health & Behavioral Science in Family and Consumer Science

Licensure: ABCTE

Praxis: Must pass the test

Experience: 3 years Central Christian Academy in Conway-PreK,
1 ½ years Clarendon School District-teacher

Teacher D

Degree: Bachelor of Arts in History

Licensure: Researching Licensure Process

Praxis: Must pass the test

Experience: ½ year Clarendon School District-teacher
Plans to attend Graduate School in August 2019

Teacher E

Degree: Masters in Physical Education

Licensure: Researching Licensure Process

Praxis: Core ACAD Skills for Education: Reading, Writing
& Math, Health & PE

Experience: 3 years with Little Rock Athletic Club after
school program, ½ year with Clarendon School District

Teacher F

Degree: Bachelor of Science in Education with Early
Childhood

Licensure: ABCTE

Praxis: Must pass the test

Experience: 3 years Chico Primary- Teacher, 3 years
Marvell Academy-teacher

Teacher G

Degree: Bachelor of Science in Health, Physical
Education and Recreation—Mississippi Valley State
University

Licensure: ABCTE

Praxis: Must pass test

Experience: 5 years Holly Grove Head Start, 1 year Holly
Grove Schools-Coach, 1 year Brinkley School District-
Assistant PE

Clarendon-Holly Grove School District
requests that you grant waivers for the
listed licensure requirements on our waiver
request form.

Thank you for your time.

B-3 (b) : CUTTER MORNING STAR SCHOOL DISTRICT
EXHIBIT ONE (1)

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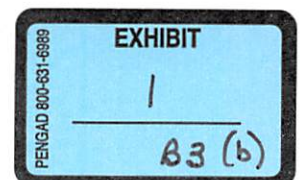
Cutter Morning Star School District recently formed a Resource Allocation Committee consisting of teachers from elementary and high school as well as district administration. As a committee it was decided after consulting with the high school counselor, library media specialist and district and community stakeholders that the waivers would benefit our students. Arkansas Virtual Academy holds the same two waivers and by all accounts have benefited from them.

Rationale for Waiver – Student Guidance Counselor

Our high school enrollment as of January 9th, 2019 is 301. At the time the waiver was submitted on 11/16/2018 our enrollment was at 305. Our average enrollment is 284. This waiver will allow our counselor the opportunity to spend more time interacting with the students allowing time for things such as developing student success plans, building student job skills and resumes as well as anti-bullying activities, career and academic coaching and ensuring students have the college readiness skills needed to be successful after high school. At many districts the building counselor is the testing coordinator and 504 coordinators. Our counselor is not assigned these duties. Our goal is to be more in-line with the governor's initiative for where the counselor is spending the majority of her time on student services.

Rationale for Waiver – Library Media Specialist

Our high school enrollment as of January 9th, 2019 is 301 at the time the waiver was submitted on 11/16/2018 our enrollment was at 305. Our average enrollment is 284. Our Library Media Specialist is a reading specialist with a master's degree in reading which allows her to work with students in the high school who need help putting together the foundation of reading pieces normally not offered at this level. She is ELL certified and does an excellent job bridging the gap for our English Language Learners. Her remediation work has provided the opportunity for students to be diagnosed earlier with dyslexia. This waiver will allow our library media specialist to continue to support our students in a class a day as an interventionist with students who need additional support.



B-3 (b) : CUTTER MORNING STAR SCHOOL DISTRICT
EXHIBIT TWO (2)

SHARON K. HILL, CCR
(501) 680-0888

CERTIFICATE

I, the undersigned, Secretary of the Board of Directors of the above District, certify the foregoing to be a true copy of a resolution duly adopted by the Board at a regular (regular or special) meeting of the Board held on the 28th day of November, 2018. The resolution appears in the official minutes of the meeting which are in my custody. At the time of the meeting the duly elected (or appointed), qualified and serving members of the Board and their respective votes on the adoption of the resolution were as follows:

<u>Director</u>	<u>Vote</u> <u>(Aye, Nay, Abstain or Absent)</u>
<u>[Signature]</u>	<u>Aye</u>
<u>[Signature]</u>	<u>Aye</u>
<u>M. Rush</u>	<u>Aye</u>
<u>Donna Finkler</u>	<u>Aye</u>
<u>Paul E. Hamblin</u>	<u>Aye</u>
_____	_____
_____	_____

I further certify that the meeting of the Board was duly convened and held in all respects according to law; that to the extent required by law due and proper notice of the meeting was given to the members of the Board and to the public; that the meeting was open to the public; that a legal quorum was present throughout the meeting; that all other requirements and proceedings under the law incident to the proper adoption and passage of the Resolution have been duly fulfilled, carried out and otherwise observed; and that I am authorized to execute this Certificate.

CERTIFIED under my hand and seal of the District this 28th day of November, 2018.

(SEAL)

Donna Finkler
Secretary

