



## **AGENDA**

### **STATE BOARD OF EDUCATION**

September 9, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

#### **I. Call to Order**

#### **II. Reports**

##### **1. Chair's Report**

Presenter: Mireya Reith

##### **2. Commissioner's Report**

Presenter: Johnny Key

##### **3. Vision for Excellence in Education and Arkansas Accountability System 3**

Steering Committee Report

The Steering Committee will meet August 31, 2016 at 9:30am in the ADE auditorium. The meeting will be open to the public, live streamed, and recorded.

Presenter: Tina Smith, Commissioner Key, and Ouida Newton

##### **4. Little Rock Area Public Education Stakeholder Group Report 4**

Presenter: Tommy Branch, Chair

##### **5. 2016 Arkansas Teacher of the Year Report 6**

The 2016 Arkansas Teacher of the Year will report on current topics of opportunities for educators.

Presenter: Meghan Ables

##### **6. 2016-2017 Arkansas Leadership Quest Report 9**

To build the knowledge and skills of building-level instructional leaders across Arkansas, the Arkansas Department of Education (ADE) was awarded a grant through the Southern Regional Education Board (SREB). Grant funds are being used to develop a multi-tiered system of

support focused on specific principal needs, customized to five regions of the state, and aligned to Arkansas's Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) and other School Improvement work. This opportunity has culminated in Arkansas's Leadership Quest, a unique opportunity for principal leadership, growth and development. Understanding the principal as key to the growth of teachers and ultimately students, the grant activities focus on cultivating instructional leadership in building leaders. The attached presentation summarizes the grant activities and components of the ongoing work.

Presenter: Ivy Pfeffer, Rocci Malone

#### 7. My School Info demonstration

My School Info will launch September 2016. ADE will provide an overview of the new tool.

Presenter: Dr. Eric Saunders

### III. Adjournment

# **Vision for Excellence in Education and Arkansas Accountability System (ESSA) Steering Committee Meeting**

## **Wednesday, August 31, 2016**

The Steering Committee members were introduced by Commissioner Key. The members are: Ms. Ouida Newton, Senator Jane English, Representative Bruce Cozart, Ms. Ima Etim, Ms. Michelle Hayward, Ms. Keli Gill, Dr. Harold Jeffcoat, Ms. Joyce Flowers, Ms. Gloria Phillips, Ms. Melissa Bratton, and Mr. Anthony Bennett.

### **Role of the Steering Committee**

- Commissioner Key shared that the goal of the Steering Committee members is to use all information presented to them to fulfill their purpose of advising and making recommendations to the ADE on a new Arkansas Accountability System.
- The Steering Committee will meet on the last Wednesday of each month from 9:30am-11:30am in the ADE auditorium. The meetings will be open to the public, live streamed, and recorded. Agendas can be viewed at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1001636>.

### **Vision for Excellence in Education**

- Commissioner Key provided an overview of the Vision for Excellence in Education which is available on the ADE website at <http://www.arkansased.gov/about-ade/vision-for-excellence-in-education>. Feedback from stakeholders across the state has been very positive in support of the vision, mission, values, goals, and strategies.

### **History of the Elementary and Secondary Education Act (ESEA)**

- Director of Policy and Special Projects Ms. Tina Smith and Assistant Commissioner of Public School Accountability Ms. Annette Barnes provided a history of the Elementary and Secondary Education Act (ESEA).

### **Summary of the Every Student Succeeds Act (ESSA)**

- Director of Policy and Special Projects Ms. Tina Smith and Assistant Commissioner of Public School Accountability Ms. Annette Barnes provided a summary of the Every Student Succeeds Act (ESSA).

### **Listening Tours and Public Feedback**

- Director of Policy and Special Projects Ms. Tina Smith provided the committee with the community listening forum dates, locations, and hosts, which can be viewed at [http://www.arkansased.gov/public/userfiles/ESEA/Listening\\_Forum\\_Dates\\_Locations\\_Hosts\\_rv.pdf](http://www.arkansased.gov/public/userfiles/ESEA/Listening_Forum_Dates_Locations_Hosts_rv.pdf).
- Commissioner Key said the ten (10) locations were identified by the community listening forum hosts. Steering committee members were encouraged to attend and host additional community listening forums in their communities.

### **Current Data Available from Surveys and Meetings**

- Director of Policy and Special Projects Ms. Tina Smith shared data from surveys that were available on the ESSA webpage at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>. She said new surveys will be posted soon.

### **Feedback from the Steering Committee**

- Steering committee members expressed their interest in supporting community forums and bringing a variety of voices to the work.

### **Public Comments**

- Ms. Brenda Robinson, President of the Arkansas Educator Association, applauded ADE's efforts in convening a diverse group to lead this work and encouraged all stakeholders to engage in the process.

**Little Rock Area Public Education Stakeholder Group  
Quarterly Report to the Arkansas State Board of Education  
Report #1**

Pursuant to the resolution passed by the State Board of Education on April 14, 2016, Commissioner Key and State Board Chair Toyce Newton appointed seven citizens to the Little Rock Area Public Education Stakeholder Group to answer a series of questions posed by the Board regarding the future of public education south of the Arkansas River in Pulaski County. After consulting with area district administrators, charter directors, legislators, and city officials, Commissioner Key and State Board Chair Ms. Toyce Newton selected Mr. Tommy Branch, Ms. Tamika Edwards, Ms. Ann Brown Marshall, Mr. Jim McKenzie, Mr. Antwan Phillips, Ms. Leticia Reta, and Ms. Dianna Varady.

Dr. Denise Airola of the University of Arkansas College of Education is providing staff support for the Stakeholder Group in recommending a research consultant to assist their deliberations.

**June 6, 2016** – At its first meeting on June 6, 2016 the Group elected Mr. Tommy Branch as chair and Mr. Jim McKenzie as Vice-chair. Dr. Airola presented the Group with six research questions for their consideration. After reviewing the questions, the Group decided that more background information was needed as well as the input from the public school superintendents and the open enrollment charter directors.

**June 29, 2016** -During its second meeting, the Stakeholder Group was presented information on education terminology, the transition from No Child Left Behind (NCLB) and the Elementary Secondary Education Act (ESEA) Flexibility to Every Student Succeeds Act (ESSA), and data regarding schools south of the river. The Group also reviewed the report from the Little Rock School District Community Advisory Council, and Dr. Barth reviewed the recommendations of the State Board Boundaries Study Report. The group heard reports from Mr. Baker Kurrus and Mr. Michael Poore (Little Rock School District), Dr. Jerry Guess (Pulaski County Special School District), and Ms. Alexandra Boyd (Arkansas Department of Education). The superintendents were asked to review the research questions and add additional ones that they felt would benefit their districts.

**July 11, 2016** – The Stakeholder Group held a work session with Dr. Airola to refine, flesh out and add to the draft research questions presented at the first meeting.

**July 25, 2016** – The Stakeholder Group heard reports from area charter school directors. Mr. Scott Smith, director of the Public School Resource Center and Ms. Alexandra Boyd provided additional information on request. As with the public school district leadership, the charter leaders were asked to review the

research questions and add additional ones that they thought would benefit educational delivery in their institutions.

The Group also heard from Ms. Dana Dossett, Director of Community Programs for the City of Little Rock, on the City's Master Plan for Youth. Ms. Dossett explained that it was a three-year strategic plan and did not include the key relationships between public schools and city programs that it should have due to the turmoil in the LRSD at the time it was developed. She also reported that she had a very productive meeting with Mr. Poore and looked forward to a productive partnership.

Mr. McKenzie, through Metroplan, provided maps of south Pulaski County showing the locations of all public schools and public charter schools overlaid with median income by census tract and by minority population percentage by census tract. At the gentle prodding of Dr. Airola, the Stakeholder Group determined that it would be best to move forward with the steps of soliciting and hiring a research consultant.

**Scheduled Meetings** - At its next meeting on August 15, 2016, Dr. Gary Ritter will report on school discipline and Mr. McKenzie will provide additional map based information and a presentation on the history and trends in the metropolitan area that have resulted in the city as we see it today and the trends that could affect the future.

At the scheduled August 29, 2016 meeting, Ms. Susan Harriman will provide a report from ForwARd Arkansas, and Mr. Jordan Posamentier, Deputy Policy Director for the Center on Reinventing Public Education (CRPE), will introduce CRPE, their approach to district/charter collaborations, the research in this area, and how CRPE would approach the research questions – the theory of action they use to hypothesize and structure the work, share examples of specific work, and discuss some of the specific questions being formulated by the group.

**In the Meantime** – ADE staff and Dr. Airola will be investigating the timely availability of qualified researchers and the appropriate procurement process for selecting one.

**Completion Schedule** – The Stakeholder Group is very aware that the Board wishes to know when the Group will have its recommendations completed. The questions the Board gave the Stakeholder Group to consider are quite complex, and the Group does not yet know how long it will take to contract with a researcher and to actually conduct the research. The Group should be able to provide the Board an estimate of time to complete once a researcher is hired. Please be assured that the Group is moving with all considered speed to provide meaningful recommendations to the Board.

# Everyone Needs a VOICE: Teacher Leaders Must Be Heard

By Meghan Ables, 2016 Arkansas Teacher of the Year



I have battled with my voice for five years. There was one point when I had no voice at all, a bad case of laryngitis I assumed. The frustration from getting no clear answer from the doctor, combined with the inability to communicate efficiently with my students, took a toll on me emotionally. How was I supposed to change lives if I couldn't even make a sound?

Finally, one doctor found the answer, and weeks later I was having Nissen surgery to prevent acid reflux from entering my voice box. While the acid damage was already done, fortunately over time I was able to project my voice again. This story from my past seems somewhat ironic now that I have stepped into the role of being a "voice" for Arkansas teachers. I can honestly say that my voice is currently changing again, but this time it is not the sound that has changed, it is the purpose of my voice.

As beginning teachers, we thrive solely on the success of our students. All of our attention is focused within the four walls of our classroom. Then one day we wake up, and we have the strong urge in our hearts to be heard. We feel the inner voice begging us to open our classroom doors and let our physical voice echo through our hallways.

Everyone's transformation into teacher leadership is different. Some speak up because they see inequity; others speak up because they see kids failing. The desire to make our school better for the sake of our students brings out the teacher-leader voice within. No longer will sitting by and nodding our heads be enough. We just won't be able to help it.... we will speak up because our voice has forever been changed.

## How Teacher Leaders Use Their Voices

Let's not be confused about what a true teacher leader sounds like. These leaders are not the teachers complaining about what doesn't work. Instead, these leaders are the teachers finding and sharing solutions. These teachers are using their voice for the

betterment of their students, co-workers, school, district and state. These teachers are taking the negatives and turning them into positives. These leaders are going to their administrators with a plan of action to make things better in their buildings. The volume of someone's voice should not determine his leadership. A true teacher leader won't have to be loud to impact change. Instead, he will allow his actions to speak volumes.

To be a leader in their building, teachers need just one thing: An attitude that okay is not good enough. The drive to make the school the best possible will lead teacher leaders to use their voice effectively. To get started, I encourage teachers to collaborate with others about issues in the district, brainstorm solutions, plan a timeline of implementation, gather all needed resources, put together a presentation and then knock on the principal's door. I encourage teachers to tell their administrator in 30 seconds or less how their team's plan will work. The plan should be clear about how it will make teachers' jobs easier, benefit the students and improve the school. Teachers should focus on bringing positive change and be willing to see it through to success.

### **Support for Teacher Leaders**

The voice of a teacher leader could very easily be lost if administrators don't play their part in the process. Administrators must allow these teachers the opportunity to lead change by providing guidance, trust and encouragement. Administrators should then step back and let teachers take the wheel. Aiding in the development of teacher leaders will increase teacher retention rate at schools. It is worth the investment to support and develop teachers who are craving leadership.

Administrators who are not sure how to use teacher leaders are encouraged to read <http://www.teachhub.com/working-together-administrators-role-empowering-teachers> and <http://www.doe.mass.edu/eval/leadership/BuildingSchoolCulture.pdf>. They should not fear change but empower teachers to transform the school.

Below is a list of resources for teachers to use as a guide for becoming successful teacher leaders. Administrators also are encouraged to share these resources with teachers who are ready to share their voice with the world. For those who are ready, I encourage them to find their voice and speak up. It's time to be heard!

#### Professional Development and Resources Available for Leadership Development:

- Arkansas Leadership Academy – <https://arkansasleadershipacademy.org/>
- ASCD (Association for Supervision and Curriculum Development) – <http://www.ascd.org/GoogleSearchResults.aspx?search=teacher%20leadership&c=1>
- National Board Certification – <http://www.nbpts.org/>

- Edutopia– <http://www.edutopia.org/school-leadership-principals-teachers-resources>
- Presidential Award Winners Share Advice – <http://teacherleadership.edc.org/default.asp>
- Teacher Leader Standards – <http://www.teacherleaderstandards.org/index.php>

Courses offered through Arkansas Ideas (<http://ideas.aetn.org>):

Course Number	Title
SSB11408	CCSS Leadership Series
SSB11407	CCSS Leadership Series
LAB 15408	Education for the 21 <sup>st</sup> Century: Leadership and Academic Innovation
LAB 15049	Multi-Tiered Systems of Support
Co-op	Response to Intervention (RTI) Training
<a href="http://Lyndia.com">Lyndia.com</a>	Website with additional PD available through Arkansas Ideas  (Use the same log in and password as Arkansas Ideas)

## 9



# Leadership Matters

- The job of the principal has changed dramatically
- Principals impact their students' outcomes, particularly at the most challenging schools
- Principal turnover adversely impacts schools
- ⇒ • Effective principals retain and recruit effective teachers
- Principals become more effective as they gain more experience
- Being an instructional leader is the hallmark of effective principals

<http://www.centerforpubliceducation.org/principal-perspective>

# Arkansas's Leadership Quest

- To build the knowledge and skills of building-level instructional leaders across Arkansas, the Arkansas Department of Education (ADE) was awarded a grant through the Southern Regional Education Board (SREB) to develop a multi-tiered system of support focused on specific principal needs, customized to five regions of the state, and aligned to Arkansas's Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) and other School Improvement work.
- Understanding the principal as key to the growth of teachers and ultimately students, the grant activities focus on cultivating instructional leadership in building leaders.

# Multi-Tier System of Support

**Tier 3 – Intensive,  
individualized support**

**Tier 2 – Individual and small group  
coaching within each region**

**Tier 1 – Professional Learning Community of building-level  
leaders focused on a pathway of learning, customized for each  
coop region**

# Theory of Action:

- If the ADE...
  - ✓ Develops a multi-tiered system of support for instructional leaders;
  - ✓ Builds a structure of human capital to provide direct coaching;
  - ✓ Collaborates with educational service cooperatives (coops), district leaders, and lead principals to develop and provide supports; and
  - ✓ Provides opportunities, structures, and evidence-based resources for coops to offer personalized professional learning experiences targeting building-level instructional leaders,
- Then, participating leaders will acquire the knowledge and skills to implement strategies that develop classroom teachers, distribute leadership, and build school cultures conducive to student learning.

# So how do we support and cultivate leadership?

- *If people don't want to attend, nothing will stop them*
  - *Yogi Berra*
  - Meetings, workshops and conferences don't work out of context.
- Provide opportunities for personalized, competency-based learning with support for school leaders

# Structure of Support

- Human Capacity
  - 1 Leadership Development Coach (Statewide)
  - 6 Leadership Support Coaches (Serving regions)
  - Lead Principals (Chosen by co-ops/1 or 2 per co-op)
- Partnership with Co-op personnel, ADE, Stakeholder groups

# Functions of Human Support Roles

- Leadership Development Coach
  - Organize and Link leadership efforts
  - Oversee work of Support Coaches/Lead Principals
  - Research and assessment of current needs
- 16 • Leadership Support Coaches
  - Work with schools within region
  - Identify needs based on district/school surveys
  - Focused support based on identified needs
- Lead Principals
  - Design and Facilitate Academies

## Quest 1

# Journey to a Great Place to Work and Learn (Building a Culture Conducive to Learning)

### Journey: Establishing a Culture of High Expectations Promoting Professionalism

#### **Instructional Practices:**

- Distinguishing culture and climate
- Engaging student and teacher voices
- Establishing and implementing codes of conduct for students, teachers, administrators, and support staff

### Journey: Schools of the 22<sup>nd</sup> Century- Leveraging Innovations & Opportunities to Create Your Future

#### **Instructional Practices:**

- Identifying evidence-based innovations
- Aligning innovations and initiatives with school data/needs
- Learning from successful experiences
- Monitoring and adjusting

### Journey: Fostering Collaborative Relationships

#### **Instructional Practices:**

- Establishing and enhancing PLCs
- Engaging stakeholders in alignment with school vision
- Maximizing partnerships with families, businesses, and community organizations
- Contributing to the community in return

## Quest 2

# Maximizing Talent (Building Capacity and Strengthening Leadership)

### Journey: Promoting Teacher Leadership to Build Leadership Capacity

#### **Instructional Practices:**

- Identifying potential leaders  
(grade level lead, content lead, instructional coach, athletic coach, club/extra curricular, asst. principals, others)
- Setting up an instructional leadership team
- Engaging and extending leaders

### Journey: Beyond the Classroom- Utilizing Teacher Leaders

#### **Instructional Practices:**

- Building capacity in leadership  
(Who makes the decisions: curriculum, disciplinary, classroom management, professional development, hiring, others)
- Establishing peer coaching
- Supporting meaningful mentorships
- Extending leadership outside of the school to impact other professions
- Engaging stakeholders

### Journey: Facilitating Adult Learning

#### **Instructional Practices:**

- Learning how adults learn
- Setting up action research teams
- Maximizing the power of PLCs

## In Pursuit of Teacher Excellence (Supporting Continuous Professional Growth)

### Journey: Conducting Observations Leading to Meaningful Discussions with Useful Feedback

#### **Instructional Practices:**

- Leading critical conversations
- Setting and working toward performance goals (PGP)
- Observing for continuous improvement
- Connecting campus goals and PGP goals to Professional Development
- Promoting reflection

### Journey: Promoting Teacher Learning

#### **Instructional Practices:**

- Establishing trust and transparency
- Promoting reflection
- Learning from one another – peer observations – modeling
- Collaborating – grade level – subject – department (PLCs)
- Individualizing professional development – PGP

### Journey: So Much Data... What's Next? Using Information Wisely to Enhance Shared Accountability for Student Learning

#### **Instructional Practices:**

- Becoming data literate
- Assessing student growth formatively
- Differentiating instruction
- Enhancing a system of RTI
- Using data for instructional decision-making

## Quest 4

# School Improvement

### Journey: Closing the Achievement Gap

#### **Instructional Practices:**

- 45 day plan
- ACSIP
- Indistar
- TESS/LEADS/BloomBoard – PGP (“Where we are?” and “Where are we going?”)
- Introduction - eSchool/GPS Dashboard

### Journey: BloomBoard – Competency-Based Professional Development Strategic Planning

#### **Instructional Practices:**

- Cycle of Instructional Improvement
- Use of Insight Reports
- Align Collections
- Design effective professional learning experiences
- Use of observation – video templates and insight reports

### Journey: ?

#### **Instructional Practices:**

- To be determined.....

# Arkansas Leadership Quest - Update

- Lead Principals:
  - Began work in April
  - 26 lead principals that represent all 15 coops, APSRC and Pulaski county
  - <https://www.youtube.com/watch?v=05D5aWSvNCc>
- Support Coaches:
  - Represent all the coops divided into 5 Regions

Region 1 1 Support Coach Northwest OUR Western	Region 2 1 Support Coach Crowley's Ridge Northcentral Northeast	Region 3 2 Support Coaches AR River Great Rivers Southeast	Region 4 1 Support Coach Dawson DeQueen / Mena South Central Southwest	Arch Ford, Wilbur Mills, Pulaski County Region 5 (1 Support Coach)
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## 22



# Technology Support for Content Management, Sharing, and Delivery

- Team Digital – working closely with their team to help provide a resource home for the Journeys and support materials for the Lead Principals
- Working closely with BloomBoard to provide professional development opportunities connected to the Quests for Principals
  - Micro-Credentials – Competency-based professional development (handout- MC Challenge)
  - Collections of Resources for Principals to easily

- June and July Quests facilitated in:
  - OUR Coop - A Great Place to Learn and Work – 35 Participants
    - Journey: *Establishing A Culture Of High Expectations Promoting Professionalism*
  - Great Rivers Coop - In Pursuit of Teacher Excellence – 27 Participants
    - Journey: *Conducting Observations Leading To Meaningful Discussions With Useful Feedback*
  - South Central Coop – In Pursuit of Teacher Excellence – 21 Participants
    - Journey: *Conducting Observations Leading To Meaningful Discussions With Useful Feedback*
    - Journey: *Promoting Teacher Learning*

# Upcoming Quests

- <https://calendar.google.com/calendar/embed?src=ttjtref4c3i95er8d66mkh0jtc@group.calendar.google.com&ctz=America/Chicago&pli=1>

# Micro-Credential Challenge

Take the Leadership  
Quest Micro-Credentials  
Challenge and Earn \$5k

The best reward for professional learning is seeing its impact within your school. BloomBoard and the Arkansas Department of Education are excited to provide a powerful added incentive to your Leadership Quest journey - The Leadership Quest Micro-credentials Challenge.

School leaders can earn a \$5,000 grant for their school by utilizing the learnings from their Leadership Quest journey to complete a micro-credential, a digital form of certification that recognizes educators for demonstrating their skills and competencies.

