



AGENDA

STATE BOARD OF EDUCATION

January 15, 2016

Arkansas Department of Education

ADE Auditorium

9:00 AM

☐ [Back](#) ☐ [Print](#)

Reports

Report-1 Chair's Report

Presenter: Toyce Newton

Report-2 Commissioner's Report

Presenter: Johnny Key

Report-3 Recognition: 2016 Arkansas Teacher of the Year Ms. Meghan Ables

Meghan Ables, an English teacher at Stuttgart High School in the Stuttgart School District, was named the 2016 Arkansas Teacher of the Year at a surprise event December 7, 2015, at the school. Governor Asa Hutchinson and Arkansas Department of Education Commissioner Johnny Key honored Ms. Ables at the event.

Ms. Ables is an 11th-grade English/literacy and journalism teacher. Because of her contribution to learning, student test scores have dramatically improved during her tenure at the district. Ms. Ables also serves as a leader at her school, having conducted professional development activities for using literacy techniques in the classroom. A native of Stuttgart and a graduate of Stuttgart High School, Ms. Ables received a Bachelor of Science in Journalism in 2002 from Arkansas State University at Jonesboro.

Presenter: Ouida Newton, 2015 Arkansas Teacher of the Year

Report-4 2015 Arkansas Teacher of the Year Report

The 2015 Arkansas Teacher of the Year will present a component of her professional development project.

Presenter: Ouida Newton

Report-5 Recognition: Arkansas AP Honor Roll Districts

Five Arkansas school districts recently received recognition as an AP Honor Roll District. The five districts are among 425 school districts in the U.S. and Canada being honored by the College Board with placement on the 6th Annual AP® District Honor Roll for increasing access to AP course work while simultaneously

maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.

Reaching these goals indicates that a district is successfully identifying motivated, academically prepared students who are ready for the opportunity of AP. To be included on the 6th Annual Honor Roll, the districts had to, since 2013, increase the number of students participating in AP while also increasing or maintaining the number of students earning AP Exam scores of 3 or higher. Inclusion on the 6th Annual AP District Honor Roll is based on the examination of three years of AP data, from 2013 to 2015, looking across 34 AP Exams, including world language and culture.

The following criteria were used. Districts must:

Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;

Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and

Improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage, unless the district has already attained a performance level at which more than 70 percent of its AP students are scoring a 3 or higher.

The districts are Atkins School District, Cedar Ridge School District, Cedarville School District, Springdale School District, and White Hall School District.

Presenter: *Dr. Mary Stein*

Report-6 Career Education Report

An update will be provided to the Board regarding the state and national trends and opportunities regarding college and career readiness.

Presenter: *Mireya Reith and Kathi Turner, ACE*

Report-7 Performance Based Assessment Options for Teacher Licensure/Certification

The Department wants to ensure that all students have access to highly effective teachers from day one. Teacher Performance Assessments (TPAs) are one way to achieve this. TPAs assess not only what a teacher candidate knows, but also what they can do. TPAs also give the teacher candidate the opportunity to demonstrate the application of national and state standards. Many of Arkansas's teacher preparation programs are already exploring ways to use TPAs. At the discretion of a teacher preparation program, teacher candidates that are required to complete a TPA for a program should be allowed to use a nationally scored assessment in lieu of the PLT. This substitution is a way to allow educator preparation programs the flexibility to use TPAs as part of their programs of study.

Presenter: *Joan Luneau*

Report-8 Learning Services Report

This information is provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Presenter: *Dr. Debbie Jones*

Report-9 My Child/My Student Quarterly Report

The ADE Communications Unit provides a quarterly report about the My Child/My Student public awareness campaign. The latest campaign resources are available on the ADE website at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.

Presenter: *Kimberly Friedman*

Computer Science Blog

According to code.org, there are currently more than 600,000 open computer science related jobs in the United States with almost 2000 in Arkansas. Occupations using computing skills make up two-thirds of projected new jobs in the STEM, (Science, Technology, Engineering and Math), field but only eight percent of STEM graduates are in computer science. The computer science field represents a wide open job market for Arkansas' students, but to become qualified to fill these jobs, students will need training and education.

Governor Asa Hutchinson and the leaders in education in Arkansas have recognized the potential that computer science education holds for our students and state. Consequently, Arkansas became the first state in the nation to pass a comprehensive computer science education law. Act 187 of the 2015 Regular Session of the 90th General Assembly requires all public and charter high schools in Arkansas to offer computer science courses to students.

Currently, there are four courses high schools can offer to meet the requirements. They are Computer Science and Mathematics, Essentials of Computer Programming, College Board Advanced Placement Computer Science, and International Baccalaureate Computer Science (SL or HL). A fifth course, College Board Advanced Placement Computer Science Principles, will be added for the 2016-17 school year. The Arkansas Department of Education has provided curriculum frameworks for the first two computer science courses. They can be found at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science/act-187-computer-science-course-information>

If Arkansas wants to become a leader in preparing students to fill computing jobs, the first time students are exposed to computer science education cannot be in high school. As a result, Arkansas is developing the Arkansas K - 8 Computer Science Standards. These standards are going through the approval process and should be scheduled for implementation during the 2017-18 school year. These standards are intended to introduce students to basic computing concepts, skills and knowledge and are designed to be embedded across all curriculum areas. The computer science standards will support the strong critical thinking and problems solving skills that the other Arkansas K - 8 standards require.

With these K - 8 standards, there is also a proposed 7th/8th Grade Coding Block that is to be taught in a standalone block of time. During this designated block of time, the students will solve real-world problems by creating, analyzing, testing and debugging computer programs while using a text-based programming language. Draft versions of the K - 8 standards can be found on the Arkansas Department of Education Computer Science web page: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science>

The Arkansas Department of Education has gathered a list of resources and information that will be helpful for educators in the development of a quality computer science program. A link to these resources can be found at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans/computer-science> .

The Arkansas Department of Education does not recommend any curriculum for use, however, code.org offers free computer science curriculum for use at the elementary, middle school and high school levels. With the curriculum, they also offer free training either as a face-to-face option or as a self-paced online training. If you would like to learn more about the curriculum and professional development offered by code.org go to <https://code.org/educate/curriculum>

With the implementation of the new computer science education program comes the need for professional development for educators. [ArkansasIDEAS](#) provides teachers with a wealth of technology related professional development courses that can be tailored to individual needs. Through the ArkansasIDEAS portal all Arkansas educators also have access to the Lynda.com library. There teachers can find courses that will cover 116 programming languages as well as video tutorials specific to programming.

The Arkansas Education Service Cooperatives are also providing on-site professional development courses to meet the needs of educators who are teaching computer science. A few of the courses being offered in the future by the cooperatives are: Code.org K-5 Curriculum, Simple Computer Coding Basics for the K-8 Classroom, Computer Science in the K-5 and Middle School Classroom and Essentials of Computer Programming Teacher Training and Support. Many more computer science professional development opportunities are being planned for the summer of 2016. Please check [ESCWorks](#) for a complete list of courses, dates, times and locations.

To promote interest in computer science education invite students to participate in the Congressional App Challenge. The challenge is intended to highlight the value of computer science and STEM education by encouraging young people to engage in these fields. The challenge runs through January 15, 2016 and is open to all U. S. high school students. Students may participate either as an individual or team. For more information about the Congressional App Challenge, including how to compete, please visit <http://www.congressionalappchallenge.us/>

On the Arkansas Department of Education web page you can find more information about contests and grants available for computer science and STEM education. Educators are encouraged to check often to keep informed of grant and contest opportunities. The information can be found at: <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/resource-materials-for-lesson-plans/computer-science/contest-and-grant-opportunities>

Computer science education has the potential to make a lasting economic impact in Arkansas. For this to occur, Arkansas will have to continue its efforts of making sure students have access to quality computer science education programs from elementary through high school. By doing this, not only will we be preparing our students to enter the computing workforce, but Arkansas will have a digitally literate citizenship equipped with the skills needed to be able to succeed in a world-wide economy.

A photograph of two graduates in black caps and gowns. In the foreground, a young woman with long dark hair is smiling and looking towards the camera. In the background, a young man is also smiling and looking slightly to the side. They are both holding rolled-up diplomas tied with red ribbons.

NASBE

National Association of
State Boards of Education

October 2015

TOWARD A BETTER BALANCE:

BOLSTERING THE SECOND
“C” IN COLLEGE AND
CAREER READINESS

The Report of the NASBE Study
Group on Career Readiness

NASBE gratefully acknowledges the support of the Career Readiness Council for the work of the study group.

©2015 by National Association of State Boards of Education,
333 John Carlyle Street, Suite 530, Alexandria, VA 22314.

All rights reserved.

For more information on NASBE's work on career readiness, contact Robert Hull, director of the Center for College, Career, and Civic Readiness, **(703) 740-4837**, or **robert.hull@nasbe.org**.

October 2015

TOWARD A BETTER BALANCE: Bolstering the Second “C” in College and Career Readiness

**The Report of the NASBE Study
Group on Career Readiness**

NASBE

National Association of
State Boards of Education

ABOUT THE STUDY GROUP

In 2015, NASBE launched the Career Readiness Study Group to examine policies and programs designed to prepare students to graduate from high school ready for both college and a career. The study group convened in Washington, DC, in January, March, and June of 2015 to hear from experts and discuss the role of state boards of education in addressing this important issue. The study group also met with NASBE's Career Readiness Council to discuss business and industry perspectives, hosted a webinar in May to learn about state-based efforts, and read extensively on the topic throughout the year. This report details the study group's recommendations for how state boards of education can begin to explore, expand, and enhance career readiness efforts in their states as part of the broader effort to ensure students are prepared for college, careers, and civic life.

STUDY GROUP MEMBERS

Mireya Reith, Chair of the Study Group

Vice Chair of the Arkansas State Board of Education

Alan Burton

Vice Chair of the Maine State Board of Education

Maria Gutierrez

Vice Chairperson of the Guam Education Board

Pamela Pugh

Treasurer of the Michigan State Board of Education

Angelika Schroeder

Vice Chairperson of the Colorado State Board of Education

Robert Trefry

Ex Officio Member of the Connecticut State Board of Education
Chair of the Connecticut Technical High School System Governing Board

Ruth Wattenberg

Member of the DC State Board of Education

Lori Meyer

Facilitator of the Study Group

PRESENTERS

Jessica Cardichon

Senior Director of Policy and Advocacy, High School Reform, Alliance for Excellent Education

Luis Barrera Castañón

Manager, Education Policy and Programs, Los Angeles Area Chamber of Commerce

Stephen DeWitt

Deputy Executive Director, Association for Career & Technical Education

Robyn Dinicola-Wagle

Chief Student Affairs Officer, The Universities at Shady Grove

Matthew Frizzell

Research Associate, Center on Education Policy

Lisa Gillis

Chief Academic Officer, Junior Achievement, USA

Kimberly Green

Executive Director, National Association of State Directors of Career Technical Education Consortium

Rafael Heller

Principal Policy Analyst, Jobs for the Future

Gary Hoachlander

President, ConnectEd: The California Center for College & Career

Lindsay Jones

Director, Public Policy and Advocacy, National Center for Learning Disabilities

Kermit Kaleba

Federal Policy Director, National Skills Coalition

Rich Katt

State Director for Nebraska Career Education

Tom Lindsley

Director, Federal Advocacy, ACT

Carissa Moffat Miller

Deputy Executive Director, Council of Chief State School Officers

Joe Rollins

Principal, Springdale School of Innovation

Robert Trefry

Chairperson of the Connecticut Technical High School System

Jason Tyszko

Senior Director, Policy, US Chamber of Commerce Foundation

Beverly Walker-Griffea

President, Mott Community College

CONTENTS

Why Career Readiness? 5

**What Can State Boards Do to
Advance Career Readiness? 7**

Build Knowledge and
Understanding of
Postsecondary, Business, and
Workforce Initiatives 7

Engage with a Broad
Spectrum of Stakeholders to
Define Career Readiness 8

Ensure State Board Policies
Value Career Readiness 13

Looking Ahead 17

Resources 17

Notes 19

WHY CAREER READINESS?

In recent years, state board of education members from across the country have expressed a growing concern about what lies ahead for students after high school. Are they prepared for postsecondary education? The world of work? To participate in a democracy? To be engaged members of a community? To navigate financial decisions? In short, are they prepared for life?

Answering these questions isn't easy. It's tantamount to a self-evaluation for those charged with overseeing the welfare of the nation's K-12 education system. Yet as data and anecdotal evidence mount, it is clear that policymakers must advance beyond simply repeating the mantra of "college and career readiness for all."

A number of factors are fueling the concern about students' readiness for their next steps after graduation:

- ▶ Employment projections indicate a need for a better educated and more highly skilled workforce. By 2020, the portion of jobs requiring some level of postsecondary education will reach 65 percent, and unless student outcomes in the United States improve significantly, demand will not be met.¹
- ▶ Despite employers' demand for some level of postsecondary education, only 8 out of 10 students graduate from high school on time in the United States. Disaggregating outcomes reveals an even more troubling figure: There is a persistent gap for Hispanic students and black students, who graduate at significantly lower rates than their white peers (73 and 69 percent, respectively, compared with 86 percent for white students).²
- ▶ Among those who graduate from high school, only 66 percent enroll in two- or four-year programs the following fall.³ And, a full 20 percent of those who enroll must take remedial coursework.⁴
- ▶ Only 29 percent of the students at two-year institutions earn a degree or certificate in three years; only 59 percent of students at a four-year institution finish in six years.⁵
- ▶ There is a mismatch between degrees earned and available jobs: A McKinsey study found that across the globe, 75 million young people are unemployed, yet businesses can't find enough skilled

workers to fill openings⁶—a message that business and industry stakeholders have echoed repeatedly in recent years. In another survey of Business Roundtable members, 95 percent indicated a skills shortage within their companies.⁷

Beyond the deficits in the education and workforce pipelines, studies call into question preparedness on a whole range of measures. For many adults in the United States, a long-standing goal of school is to prepare students for citizenship. Yet only 45 percent of 18- to 29-year-olds voted in 2012, down from 51 percent in the previous presidential election.⁸ Further, among youth with at least some college education, turnout was 66 percent while those with no college experience turned out at a rate of only 35 percent.⁹

Another frequently cited deficit in the wake of the Great Recession is financial literacy. One study found that 18 percent of 15-year-old students could not answer the most basic financial questions.¹⁰ Another study of first-year college students found that financial literacy is actually on the decline for tasks such as paying bills on time, following a budget, or balancing a checkbook.¹¹

The Career Readiness Study Group's conclusion after exploring these and other data points: The lack of readiness for college, careers, and civic life is not a problem that one group of stakeholders can fix, nor will focusing on career readiness alone be sufficient. But neither can these problems sit on the back burner any longer. Better preparing students for their adult lives will require collaboration of a broad spectrum of agencies, organizations, and individuals committed to building an aligned system that supports individuals from cradle to—and through—career. Approaching the problem through the lens of career readiness is by no means a silver bullet, but it offers a fresh perspective on a decades-old strategy that has focused almost exclusively on college preparation—a strategy that is not working for students, teachers, families, or communities.

State boards of education can play a critical role. They can closely examine the foundation upon which the entire education system is built: Are there cracks? Are they significant? Is there a foundation at all? Or is it incomplete? State boards are uniquely positioned to ask questions, to call for a time-out, and to look at the big picture to ensure that policy—big and small—is grounded in preparing students for life. What follows is a set of recommendations and strategies, developed by the study group, that can launch state boards of education into a discussion of these issues.

WHAT CAN STATE BOARDS DO TO ADVANCE CAREER READINESS?

The study group's recommendations are grounded in the premise that college and career readiness requires academic rigor, real-world workplace experiences, and employability skills provided through multiple pathways that allow every student to reach his or her potential. For years now, the phrase “college and career ready” has been used to describe countless reform efforts, reports, studies, and programs, often with little thought given to the second “c”—careers. As the data attest, these efforts have been insufficient. They point to the legitimate need for state policymakers to achieve a better balance by creating a comprehensive infrastructure that supports and values college and career readiness equally.

Build Knowledge and Understanding of Postsecondary, Business, and Workforce Initiatives

Education and workforce systems can sometimes operate in silos in the United States. Take these four major federal education and workforce policies:

- ▶ The Elementary and Secondary Education Act (ESEA), signed into law in 1965, addresses primary and secondary education.
- ▶ The Higher Education Act (HEA), also signed into law in 1965, largely governs federal student aid programs.
- ▶ The Carl D. Perkins Career and Technical Education Act (Perkins), first authorized in 1980, focuses on career and technical education (CTE), which can span secondary and postsecondary.
- ▶ The Workforce Innovation and Opportunity Act (WIOA), first passed in 1988 and replacing the Job Training Partnership Act, addresses workforce development.

Most state board oversight tends to coincide with the policy areas raised in ESEA. A state might have another board to oversee community colleges, another for four-year institutions, perhaps another for CTE, and even more boards for workforce development and labor. Yet the work of all of these boards is inextricably linked

because students may straddle multiple systems or move from one to another—and back again—throughout their lifetimes.

In order to fully achieve college and career readiness for all students, these boards and agencies must do better at aligning their goals and objectives. As a state board member, you can support better alignment by boning up on the roles and authorities of other governing boards, agencies, and stakeholders in your state. If CTE is not housed within the state education agency (SEA), who is charged with administering Perkins? State board members can set up a meeting to learn more. Does your board have a formal connection to the higher education governing board in your state? How are WIOA dollars for youth allocated in your state, and how does that connect with the policies and priorities for other career training initiatives? Building knowledge about the governance structure, policies, programs, and funding—and getting to know the people affiliated with them—is a critical first step to building a comprehensive system that values career readiness.

Further, many state board members spend time in schools and classrooms, observing and meeting teachers and students. In order to better understand what happens to students once they leave high school, it can be just as critical for state board members to observe and interact with systems, organizations, and individuals who focus on postsecondary education and career preparation. During the past year, members of the Career Readiness Study Group spent time in their respective states learning about the many boards and agencies that address career readiness. They forged new relationships, learned about workforce development initiatives, visited manufacturing plants, and explored labor market data—all steps that any state board member can replicate.

Engage with a Broad Spectrum of Stakeholders to Define Career Readiness

Many groups have a stake in college and career readiness. As a result, definitions, goals, and objectives vary from agency to agency, program to program, and even individual to individual. And perspective matters. How a stakeholder in the K-12 system views college and career readiness might be very different from the views of an individual who works for the state's economic development agency, a business executive, or a parent. And while there is a strong base of research and agreement about academic benchmarks, research and practice do not speak so clearly on what it means for a student to be

Box 1. College versus Careers

US policy and practice focus strongly on preparing students to enter four-year degree programs after high school. This dates in part to passage of the GI Bill in 1944, when subsidies expanded access for millions of Americans returning from World War II. College enrollment increased nearly sixfold by 1980. In one generation, public policy—and opinion—coalesced around the idea that a bachelor's degree was a guaranteed ticket to the middle class.

Standards-based reform beginning in the 1980s further entrenched college prep coursework in the American classroom, at a time when vocational education faced a serious image problem. For many years, low-achieving students were tracked into vocational programs, where they were prepared for low-wage jobs with little to no room for career advancement. Even more problematic, the programs did not require these students to complete academic courses needed for entry into college. Despite a shift to a more rigorous framework that combines academic and career coursework, the negative image persists for many parents, policymakers, and even educators. Yet the lines between college ready and career ready are increasingly blurred as evidence mounts that living-wage jobs require postsecondary education.

Source: Draws on Lori Meyer, "Career Readiness: Bridging the Gap between Education and Workforce Preparation," *Policy Priorities* 20, no. 3 (Alexandria, VA: ASCD, fall 2014), <http://www.ascd.org/publications/newsletters/policy-priorities/vol20/num03/toc.aspx>. Copyright 2014, ASCD. Reprinted with permission. Learn more about ASCD at www.ascd.org.

prepared for the workplace. Combining the two terms together under one rhetorical umbrella has added confusion for stakeholders who are trying to determine whether college ready and career ready mean the same thing or something different (box 1).

State definitions reflect this multiplicity of stakeholder perspectives and the knowledge gap. In a 2013 survey of state CTE directors, only 14 reported having a statewide definition of career readiness, but an additional 20 indicated they were developing a definition.¹² A study conducted a year later by another group reported that 32 states had a working definition of college and career readiness.¹³ A third study, published in 2013, found that all but one state had a definition, most often defined as prepared for success in entry-level, credit-bearing college courses.¹⁴

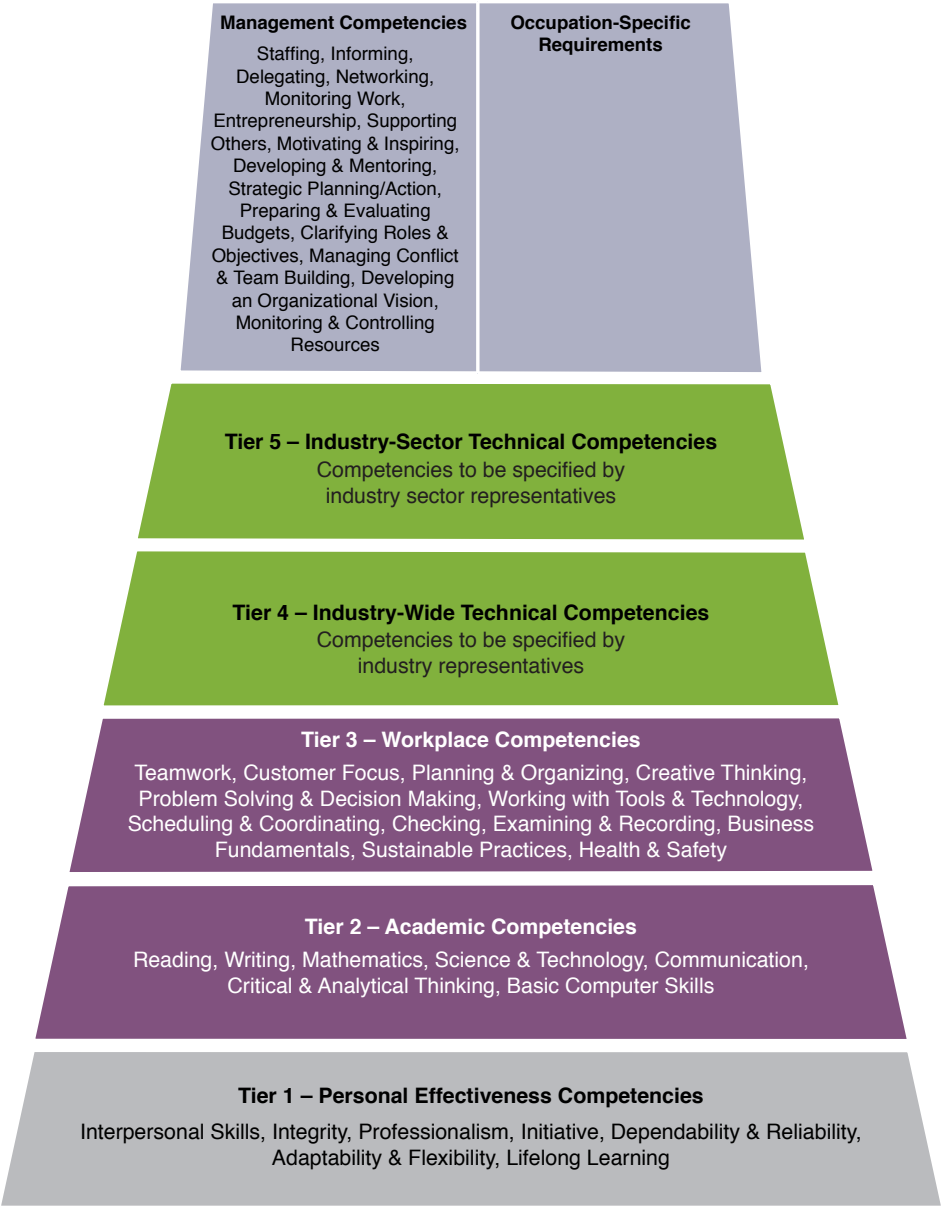
Part of the confusion stems from too many states using the label college and career ready to describe reform efforts without much debate about what it meant. They simply tacked the career label onto benchmarks for college readiness. States did so with good intentions, as part of broader efforts to make the education system more equitable and rectify decades of tracking poor students and students of color into vocational education programs while middle- and upper-income (and mostly white) peers were tracked into college prep coursework. Yet without a clear understanding and agreement about what career readiness means, many state policies and programs are not advancing in the direction of college and career readiness for all. Rather, states' attention is focused on a shortsighted race with college acceptance as the finish line.

Among the states and national organizations that have developed definitions that address career readiness specifically, there are generally two approaches: those that include technical knowledge and skills and those that do not. Two other common elements are academic knowledge and skills and workplace knowledge, skills, and dispositions (sometimes referred to as lifelong learning skills, soft skills, or 21st century skills; also see figure 1).¹⁵

Given the lack of clarity about what it means to be college *and* career ready, the study group members concluded that defining the terms is a critical step for states in order to ensure rigor, equity, and alignment.

If feasible, the definition should be developed collaboratively by a broad range of stakeholders: K-12, postsecondary, workforce,

Figure 1. Foundational Knowledge and Skills for the Workplace



Source: US Department of Labor. The model is based on a review of 22 industry models.

business, and industry representatives (one effort is represented in box 2). A collaborative process can help to align goals and objectives across systems and agencies, particularly if involved stakeholders agree to adopt the definition for use within their respective agencies and organizations. For state boards, a definition can guide policy toward a common goal.

Who leads the process of developing a definition will vary from one state to the next. Perhaps this conversation is already under way and a state board of education member participates as part of an effort led by another stakeholder group. Perhaps another agency or the governor already gathered stakeholders to define college and career readiness but failed to include the state board. Perhaps defining college and career readiness has not made it to the top of the agenda, and your board decides to make it a priority and take the lead in bringing together stakeholders. Regardless of how it happens, start by focusing on making sure it happens in the first place and that the state board of education has a seat at the table.

Box 2. What It Means to Be Career Ready

“A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially secure, and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills, and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum.... These include both academic and technical knowledge and skills and employability knowledge, skills, and dispositions.”

—From “Building Blocks for Change: What It Means to Be Career Ready,” on the website of the Career Readiness Partner Council, a broad-based coalition of education, policy, business, and philanthropic organizations that was formed in 2012.

Ensure State Board Policies Value Career Readiness

In each state, a host of policies and programs are in place to address career readiness: from the broad, symbolic “college and career” nomenclature that every state uses to policies that hone in on standards, graduation requirements, and career-focused programs such as CTE. Unfortunately, career readiness in most states is addressed in a patchwork quilt that often reaches only a small subset of students. This subset might include juniors and seniors who are participating in a career academy within a comprehensive high school, a one-off event such as a career fair, or an after-school activity or club. In stark contrast, the college prep curriculum touches all students, from the minute they arrive at school until they depart for home. What follows is a brief overview of four areas in which state boards of education tend to have authority; these areas can provide a starting point for examining career readiness through a policy lens.

Standards. The degree to which education standards address career readiness is up for debate, in part because the foundational work to define career readiness hasn’t been done. Again, while most standards are pitched as being focused on “college and career,” there is little to no evidence of attention to much beyond college preparation. Most states revised their academic standards for English/language arts and mathematics in the last five years in an effort to better align student learning to the demands of college and the workplace. Other academic subjects followed suit, including science. However, questions remain about whether the standards adequately address the “soft” skills that often serve as a bridge between academic and technical content: communications, teamwork, and critical thinking skills, for example. CTE standards have also been updated in recent years, in part to reflect the demands of the 21st century work place but also to better align with the newly revised academic content standards. The CTE standards include academic, technical, and workplace components for career pathways but generally apply to a small subset of students who self-select as CTE concentrators (meaning they earned four or more technical credits in a career area).

While most state boards have the authority for their state’s academic learning standards, many also have either total or joint authority for their states’ CTE learning standards (see map), thus opening the door for state boards to approach the broader issue of career readiness more holistically.

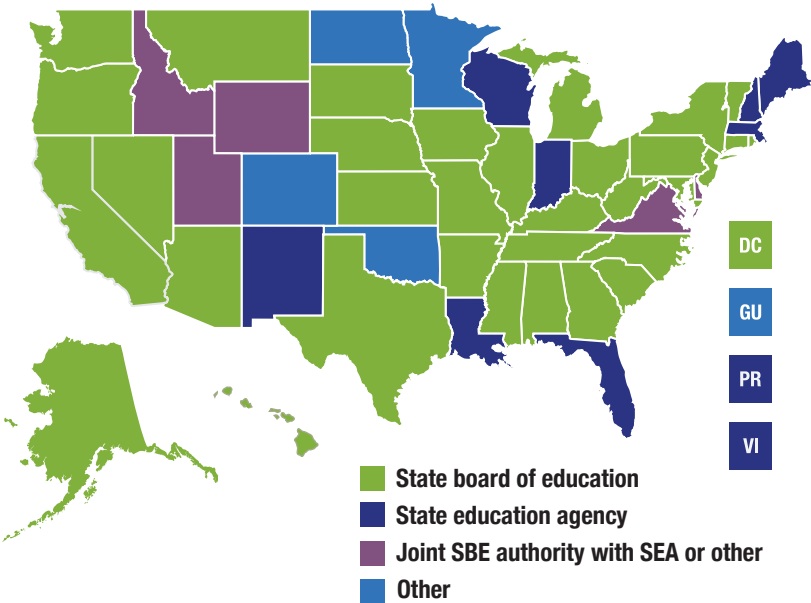
Should every state jump to using CTE standards for all high school students? Not necessarily. Do the academic standards that many states have developed in recent years address career readiness? Again, not necessarily. What a state board can do is to define college and career readiness and make sure the standards align to that definition. Standards drive what students learn in the classroom. If the standards don't address career readiness, then chances are students aren't learning about career readiness.

Assessments. On the assessment front, state policy and practice run the gamut. States have a long history of assessing academic knowledge, but when it comes to technical and employability knowledge and skills, the state of the states is less clear, both in terms of what is tested, who is being tested, and for what purpose. What is clear: Career readiness testing is much more decentralized than academic testing and varies greatly from one district to the next.¹⁶ The Partnership for Assessment of Readiness for College and Careers (PARCC), Smarter Balanced Assessment Consortium (Smarter Balanced), the American Institutes for Research, and others vie for state contracts to assess core academic subject knowledge for students. States and districts gauge workplace readiness for some, but usually not all, students through exams such as ACT's WorkKeys. (Only four states require all students to take the exam.¹⁷) Finally, states and school districts also use an almost endless number of industry-based or certification exams, primarily for CTE concentrators.

Armed with a state definition of college and career readiness, coupled with a strong understanding of how state standards align to that definition, state board members can begin to see the landscape of career readiness assessment in their state. What career readiness assessments does your state administer? Who takes the tests and when, and what are the results used for? There is no consensus on what career readiness assessment should look like, particularly if all students are to be tested. Most American students are not exposed to much if any career readiness testing.¹⁸ What is tested tends to be what is taught, so examining assessment will be critical if there is to be significant progress in valuing career readiness.

Accountability. How the results are used varies as much as the assessments themselves. A 50-state analysis found that most states do not value both college and career readiness equally in their accountability systems.¹⁹ When career readiness is included, it is

State Authority for CTE Standards



Source: National Association of State Directors of Career Technical Education Consortium, “The State of Career Technical Education: An Analysis of State CTE Standards,” 2013.

often limited to CTE concentrators and only to meet federal reporting requirements. Graduation requirements also fail to value career readiness. Requirements are still centered on Carnegie units and emphasize academic courses (English language arts, mathematics, science, social studies), although many require a unit of CTE.²⁰ How are career-focused indicators included in your state? Are career readiness measures included in public reporting, such as report cards?

Teacher Preparation and Professional Development. Who leads classroom instruction is perhaps the least studied aspect of career readiness. Exploration of teacher training, professional development, and regulations tends to focus on academic content knowledge and pedagogy skills. The limited number of reports that explore the topic do so through a CTE lens, which can offer valuable insight but is not sufficient if the goal is to ensure that all students are career ready. Core academic subject teachers tend to have content expertise and

often pedagogy skills, whereas CTE teachers tend to have workplace experience, technical knowledge, and an understanding of how to apply academic content in a work setting.²¹ College and career readiness instruction requires a hybrid: teachers who merge the best of academic and technical knowledge with 21st century skills and application of the content in real-world work situations.

Other Ways Career Readiness Is Valued. Standards, assessment, accountability, and teacher certification and professional development are the bread and butter of state board work. But there are other ways that career readiness can be addressed, such as through local nonprofit programs, private grants, partnerships with business and industry, after-school activities, and classroom practice that stretches the boundaries of the traditional lecture model of teaching. More often, these activities fall outside the direct authority of state boards, but members should be knowledgeable about the variety of ways that career readiness is being addressed throughout the state and ensure that state policy does not create barriers to successful implementation. These activities might include work-based learning experiences gained during the school day, before, or after; project-based learning; teacher externships at local businesses; and a public/private partnership between a local school district, the neighboring community college, and a regional business.

A Holistic Approach. The study group concluded that state board members should closely examine state policies to determine the degree to which career readiness is addressed. Members should have a firm grasp of the policies that fall within the K-12 realm, which might be more expansive than standards, assessment, accountability, and teacher training.

Explore the major areas for which your state board has authority: Do standards include workplace readiness measures or technical knowledge and skills for all students? How is career readiness assessed? Do all students have the opportunity to be tested? Is career readiness part of the state's accountability formula?

The ultimate goal is to create a comprehensive, aligned policy strategy for college and career readiness, but a critical first step is evaluating what's already in place and why. Once a board has a firm grasp on the degree to which career readiness is addressed in state policy, it can then begin the task of determining what needs to change and how.

LOOKING AHEAD

At the final meeting of the study group in June, members urged NASBE to continue to delve further into the topic of career readiness. Unlike some topics, the career readiness landscape is vast and still in its infancy when compared with the understanding of college readiness. The study group concluded their deliberations with a request to state board members to take the long view. Discrete quick-fix policies will not help the nation's youth achieve college, career, and civic readiness. State boards of education are well positioned to promote a vision for education that values all of these elements and looks beyond college entrance as the end goal.

RESOURCES

The Career Readiness Study Group heard from many experts and read extensively on the topic. In addition to the references listed throughout the report, presenters and members of the study shared a number of resources they believe state boards will find useful:

Achieving Collegiate Excellence and Success (ACES) is a collaborative effort between Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove to support students and provide a seamless path to a bachelor's degree.

ACT, a nonprofit that offers the college admissions and placement test of the same name to high school students, also provides assessment, research, information, and program management services to the education and workforce development fields. One such resource is their report *Building a Common Language for Career Readiness and Success: A Foundational Competency Framework for Employers and Educators*.

The Alliance for Excellent Education is a national policy and advocacy organization dedicated to ensuring that all students, particularly those who are traditionally underserved, graduate from high school ready for success in college, work, and citizenship. The Alliance offers federal policy updates and analyses on issues related to college and career readiness in secondary schools.

The **Association of Career and Technical Education (ACTE)** is the largest national education association dedicated to preparing youth and adults for careers. The National Association of State Directors of Career

Technical Education Consortium (NASDCTEc) represents the state and territory heads of secondary, postsecondary, and adult CTE. Both organizations offer a host of resources on CTE programs and funding, as well as federal and state policy.

The Center for Education and Workforce, housed within the US Chamber of Commerce Foundation Center, mobilizes the business community to be more engaged partners and to challenge the status quo. It connects education and workforce reforms to economic development. The center offers a host of resources on the skills gap.

ConnectEd: The California Center for College & Career is dedicated to advancing practice, policy, and research aimed at helping young people prepare for both college and careers through Linked Learning—a high school improvement approach.

The Connecticut Technical High School System recently released a strategic plan that emphasized academic, structural, and economic areas called Tomorrow's Framework.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five US extrastate jurisdictions. CCSSO released a report and launched an initiative in late 2014 focused on career readiness, *Opportunities and Options: Making Career Preparation Work for Students*.

The Education Commission of the States (ECS), tracks state policy trends, translates academic research, provides unbiased advice, and creates opportunities for state leaders to learn from one another. ECS provides an online, 50-state policy database on a range of topics related to college and career readiness.

The Guam Department of Education initiates career readiness efforts beginning in elementary schools with career fairs, portfolios, and hands-on STEM activities.

Jobs for the Future (JFF) designs and drives the adoption of innovative and scalable education and career training models and systems that lead from college readiness to career advancement and also develops and advocates for the federal and state policies needed to support these solutions. JFF is spearheading several work readiness initiatives, including Pathways to Prosperity.

Junior Achievement USA (JA) is the world's largest organization dedicated to educating students about workforce readiness,

entrepreneurship, and financial literacy through experiential, hands-on programs.

The National Center for Learning Disabilities (NCLD) works to improve the lives of the one in five children and adults nationwide with learning and attention issues by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities. NCLD works to create a society in which every individual possesses the academic, social, and emotional skills needed to succeed in school, work, and life. It offers a number of resources, including a study focused on how students feel about their journey before and after high school.

The National Skills Coalition is a broad-based coalition working toward a vision of an America that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper. The organization focuses on advancing state and federal policies that support these goals and offers a wealth of resources on WIOA and other career-related legislation and funding.

Nebraska's Career Education Model promotes a vision for college and career readiness.

The Southern Regional Education Board (SREB) works with 16 member states to improve public education at every level, from pre-K through Ph.D. SREB has a long history of working with states on career readiness and CTE initiatives.

NOTES

1. Anthony Carnevale, Nicole Smith, and Jeff Strohl, *Recovery: Job Growth and Education Requirements Through 2020* (Washington, DC: Georgetown Public Policy Institute, Center on Education and Workforce, June 2013), <https://georgetown.app.box.com/s/tll0zxt0puz45hu21g6>.
2. Marie Stetser and Robert Stillwell, *Public High School On-Time Graduates and Event Dropout Rates: School Years 2010–11 and 2011–12: First Look* (Washington, DC: US Department of Education, National Center on Education Statistics, 2014), <http://nces.ed.gov/pubs2014/2014391.pdf>.
3. National Center on Education Statistics, “Fast Facts: Immediate Transition to College,” (Washington, DC: NCES, 2014), <http://nces.ed.gov/fastfacts/display.asp?id=51>.
4. Dinah Sparks and Nat Malkus, “Statistics in Brief: First-Year Undergraduate Remedial Course-taking: 1999–2000, 2003–04, 2007–08,” (Washington, DC: NCES, January 2013), <http://nces.ed.gov/pubs2013/2013013.pdf>.
5. National Center on Education Statistics, “Institutional Retention and Graduation Rates for Undergraduate Students,” (Washington, DC, May 2014), http://nces.ed.gov/programs/coe/indicator_cva.asp.

6. McKinsey and Company, “Tackling Youth Employment,” website accessed July 31, 2015, <http://mckinseysociety.com/education-to-employment/>.
7. Business Roundtable, “Working to Close the Skills Gap,” website accessed July 31, 2015, <http://businessroundtable.org/closingtheskillsgap>.
8. CIRCLE, “Youth Voting,” website accessed August 1, 2015, <http://www.civicyouth.org/quick-facts/youth-voting/>.
9. CIRCLE, “Fact Sheet,” <http://www.civicyouth.org/education-gap-persists-66-of-youth-with-any-college-experience-turned-out-to-vote-35-of-youth-with-no-college-experience/>, website accessed August 1, 2015.
10. Kimberly Palmer, “How to Teach Teens More about Money,” *US News and World Report* (August 6, 2014), <http://money.usnews.com/money/personal-finance/articles/2014/08/06/how-to-teach-teens-more-about-money>.
11. Erik Sherman, “Students Entering College Get a ‘D’ in Financial Literacy,” *Daily Finance* (April 7, 2015), <http://www.dailyfinance.com/2015/04/07/students-entering-college-weak-financial-literacy/>.
12. Jennifer McMurrer, Matthew Frizzell, and Shelby McIntosh, *Career Readiness Assessments across States: A Summary of Survey Findings* (Washington, DC: Center on Education Policy, October 2013), <http://www.cep-dc.org/displayDocument.cfm?DocumentID=427>.
13. Education Commission of the States, *Blueprint for College Readiness: A 50-State Analysis* (Denver, October 2014), <http://www.ecs.org/docs/ECSblueprint.pdf>; McMurrer et al., *Career Readiness*.
14. Peter Conforti, “What Is College and Career Readiness? A Summary of State Definitions,” *Bulletin*, Issue 22 (New York: Pearson, 2013), http://researchnetwork.pearson.com/wp-content/uploads/TMRS-RIN_Bulletin_22CRCDefinitions_051313.pdf.
15. Sometimes different stakeholders use different terms. It can be confusing even for the most adept education policy professionals. Find out which terms are used in your state, what each term means, and in what context each is used.
16. McMurrer et al., *Career Readiness*.
17. ECS, *Blueprint for College Readiness*.
18. McMurrer et al., *Career Readiness*.
19. Achieve, *Making Career Readiness Count* (Washington, DC: May 2015), http://www.achieve.org/files/Achieve-NASDCTEc_Career_Readiness.PDF.
20. Education Commission of the States, High School: Online Database, http://www.ecs.org/html/educationIssues/HighSchool/highschooldb1_intro.asp?topic=gr.
21. Catherine Jacques and Amy Potemski, *21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers*, Special Issues Brief, revised ed. (Washington, DC: American Institutes of Research, Center on Great Teachers and Leaders, February 2014), <http://www.gtlcenter.org/sites/default/files/21CenturyEducators.pdf>.

NASBE

National Association of
State Boards of Education

333 John Carlyle Street | Suite 530
Alexandria, VA 22314

NASBE is a nonprofit, private association that represents state and territorial boards of education. Its principal objectives are to strengthen state leadership in education policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity, and ensure continued citizen support for public education.

A Performance-Based Approach to License Teacher Candidates And Support Program Improvement

States and teacher preparation programs are looking for new ways to develop and evaluate teaching effectiveness and improve their programs. Increasingly, they are focusing on authentic assessments of how teacher candidates develop and evaluate student learning. edTPA™ represents this historic shift as the first nationally available, research- and standards-based support and assessment program that can serve as a common and external measure of candidate performance and teacher quality.

edTPA complements existing entry-level assessments used by states that focus on basic skills or subject matter knowledge and campus-based evaluations of clinical practice, coursework, grades and curriculum-embedded assessments of candidate performance. Developed by the profession for the profession, edTPA is available in 27 initial licensure areas. After a two-year period of field testing, it now can be used for teacher licensure, as part of state and national program accreditation and to guide program improvement. It is comparable to entry-level assessments in other professions such as the bar exam in law, medical licensing exams and the architectural registration exam.

edTPA is aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards, state professional teaching standards, Council for the Accreditation of Educator Preparation (CAEP) standards and the Common Core State Standards. edTPA provides meaningful data to support teacher education programs as they evaluate, reflect on and continually improve their programs to ensure a relevant, integrated curriculum centered on student learning.

How Does It Work?

The edTPA process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate, typically at the end of the student teaching or clinical experience.

edTPA is a multiples-measure assessment of teaching – built and submitted by the candidate – that addresses planning, instruction, assessment and analyzing teaching. It includes unedited video recordings of the candidate teaching and examples of teaching materials (plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted it for diverse learners – attending both to subject specific learning and the development of academic language – and assessed student work.

Each assessment is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers. Half of current scorers are recruited from higher education and half are recruited from P-12 educators, including National Board Certified Teachers.

By the Profession for the Profession

The assessment draws from experience gained over a 25-year history developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards, the InTASC portfolio and the Performance Assessment for California Teachers (PACT). Hundreds of teachers and teacher education faculty have been involved at every stage of development and continue to participate in a professional learning community that supports edTPA implementation. The Stanford Center for Assessment, Learning and Equity, in partnership with the American Association of Colleges for Teacher Education, provide a rich array of implementation support materials – including local evaluation training, curriculum mapping and embedded assessment design, webinars on academic language, resources for cooperating teachers and orientations for candidates. A National Academy of edTPA experts provides implementation consultation and face-to-face scoring training in key states.

What is the status of edTPA?

edTPA has been tried out nationally since the beginning of the 2012 academic year. edTPA underwent field testing

with more than 12,000 teacher candidates during the 2011-12 and 2012-13 academic years. The field test data showed that edTPA is a rigorous, valid assessment that is scored reliably.

Information from the field tests was used to fine tune assessment tasks, scoring rubrics and candidate handbooks and, with the assistance of a standard-setting panel of educators and psychometricians, determine a recommended professional performance standard. edTPA was declared fully operational in September 2013. Evaluation Systems, a unit of Pearson, provides the necessary technical infrastructure to distribute, collect and manage scoring.

Seven states – Georgia, Hawaii, Minnesota, New York, Tennessee, Washington and Wisconsin – have adopted policies for using edTPA.

The Stanford Center for Assessment, Learning and Equity, in partnership with the American Association of Colleges for Teacher Education, led the development of edTPA with collaboration from more than 500 design team members and reviewers from institutions of higher education nationwide. Today, more than 480 institutions of higher education in 33 states plus the District of Columbia participate in edTPA.

Other states, including Illinois and Ohio, are considering edTPA policies at the state level. Campuses in 19 additional states and the District of Columbia continue to pilot the assessment. These states are considering edTPA as a preparation requirement for new teachers, as a formal requirement for licensure or as part of institutional accreditations.

Helping to Meet Education’s Top Priority

The most important thing we can do to help students is to provide an effective teacher in every classroom. But the growing number of new teachers and high rate of teacher turnover make this a challenge.

The nation’s teaching force is younger than it has been in decades. According to the National Center for Education Statistics, at least 15 percent of teachers have three or fewer years of experience. The number of teachers entering the profession each year has been at its highest in recent history. Preparing these new teachers for success is more important than ever. edTPA is an educative process that builds on the latest research on teaching quality and supports preparation programs to increase their focus on student learning and the skills and abilities that improve teaching and student performance.

Supporting Change in Teacher Preparation

edTPA will provide evidence of a teacher’s readiness to enter the profession that can be acted upon to support program improvement. The feedback provided to teacher candidates and institutions will support ongoing inquiry and professional learning.

edTPA also supports performance-based state teacher licensure systems by offering a common standard for teacher performance in the classroom as part of a system of multiple measures. Until now, completion of most state preparation programs relied primarily upon seat time in coursework, local clinical evaluation and the results of subject-matter assessments. Teacher preparation program models have evolved, with a range of approaches at the graduate and undergraduate levels along with alternative teacher preparation programs and new online delivery systems. It has been difficult, however, for states to maintain a credentialing system that represents a common standard of knowledge, skills and abilities with documented validity of their relation to the tasks of a classroom teacher that is comparable across institutions.

edTPA offers a rigorous measure of entry-level teaching skills and readiness for the classroom – regardless of the path candidates take to teaching – that can be used across programs, focusing attention on the capacity to teach.

States with edTPA Policies or Institutions Participating in edTPA

Arizona	District of Columbia	Indiana	Missouri	Oregon	Texas
Arkansas	Florida	Iowa	New Jersey	Pennsylvania	Virginia
California	Georgia	Maryland	New York	Rhode Island	Washington
Colorado	Hawaii	Massachusetts	North Carolina	South Carolina	Wisconsin
Connecticut	Idaho	Michigan	Ohio	Tennessee	Wyoming
Delaware	Illinois	Minnesota	Oklahoma		

For more information about edTPA, visit: edtpa.aacte.org

For registration, candidate resource materials, and portfolio submission information, visit: [edTPA.com](http://edtpa.com)



Introducing the *ETS*® National Observational Teaching Exam (NOTE)

What is NOTE?

NOTE, a new and innovative assessment program, is being designed to evaluate prospective teachers' ability to translate their knowledge of content and teaching into effective practice in the classroom.

Working with stakeholders across the country, ETS and TeachingWorks are bringing research on K–12 teaching and advances in assessment into the development of NOTE. As the project continues, we invite those interested in improving teaching and licensure to join us in the research.

The NOTE program is intended to fit with the work of state education systems and educator preparation programs to improve classroom practice of teacher candidates. It includes **performance assessments** of critical **high-leverage teaching practices** and computer-delivered **assessments of Content Knowledge for Teaching (CKT)** in core K–12 academic content areas with a focus on **high-leverage content**.

Innovative assessment tasks

The NOTE assessments will assess critical teaching knowledge and practices in innovative ways that call for teacher candidates to apply their knowledge and skills to the authentic work of teaching.

The performance assessments measure active teaching practices outside a candidate's student teaching placement with the goal of providing a **level playing field for all candidates**. By capturing video of candidates' teaching performances in standardized assessment settings and giving each candidate the opportunity to demonstrate critical teaching practices across multiple, specific topics of the student curriculum, the NOTE performance assessments measure essential and generalizable skills of teaching with standardization across candidates. This is vital for good, reliable feedback and scoring.

Because a teacher's interaction with students is an inextricable part of certain high-leverage teaching practices, ETS and TeachingWorks are designing and prototyping **virtual classrooms with interactive avatar students** that can be used to simulate teaching situations. Candidates will be asked to demonstrate a teaching practice in a mixed-reality classroom generated by Mursion™. The students, represented by avatars, are able to respond to what the candidate says and does thanks to the work of rigorously trained human "interactors" using protocols that standardize the teaching challenges presented to each candidate.

About ETS

At nonprofit ETS, we are passionate about our mission to advance quality and equity in education for all people worldwide because we believe in the power of learning. We strive to provide innovative and meaningful measurement solutions that improve teaching and learning, expand educational opportunities and inform policy.

About TeachingWorks

TeachingWorks, a national organization housed at the University of Michigan's School of Education, focuses on ensuring that every child gets skillful teaching every year by building a strong, professional infrastructure for the training, development and assessment of teaching practice.

The focus of NOTE

High-Leverage Practices (HLPs) are actions and tasks central to teaching that are useful across a broad range of subject areas, grade levels and teaching contexts. These practices are helpful in using and managing differences among pupils. The identified HLPs targeted in NOTE assessments are warranted by research evidence and wisdom of practice that, when carried out skillfully, will increase the likelihood that teaching will be effective for students' learning. (For more information about the full set of HLPs, visit www.teachingworks.org/work-of-teaching/high-leverage-practices.)

High-Leverage Content includes topic areas (e.g., place value in mathematics, phonological awareness in ELA) where the difference between effective and ineffective teaching is believed to be most likely to affect student learning. NOTE's focus is on ideas and skills that are foundational to content across the curriculum and multiple grade levels, as well as on ideas and skills that are believed to be fundamental to student learning and are likely to be sources of student difficulty when not taught well.



Content Knowledge for Teaching is the content knowledge used in recognizing, understanding and responding to the content problems that teachers encounter as they teach a subject. Besides being able to do the work of the student curriculum, teachers must be able to apply content knowledge that is specific to teaching to such tasks as selecting a student text that will support a specific learning goal and identifying a student's potential misconceptions based on student work and student talk.

NOTE assessments at a glance

Assessments described are those slated for initial NOTE rollout, which are being developed for prospective teachers at the elementary level.

Performance assessments

Student-focused performance tasks call for on-demand demonstrations of teaching practices in content-teaching scenarios:

ASSESSMENT FOCUS	FORMAT
<p>HLP: Making content and practices explicit through explanation, modeling, representations and examples</p> <p>Content: Mathematics and ELA content topics and practices taught in elementary grades</p>	<p>A video-recorded performance using a whiteboard for instruction (multiple 7-minute performances).</p> <p>The prospective teacher must demonstrate the ability to model or explain specified content for students.</p> <p>Delivery in test centers where the candidate is teaching to the camera, with a student audience in mind.</p> 
<p>HLP: Leading a group discussion</p> <p>Content: Mathematics and ELA content topics appropriate for the group</p>	<p>A video-recorded teacher-guided discussion of a small group of students in a virtual elementary instructional setting (multiple 15-minute performances).</p> <p>The candidate must lead a content-rich discussion in a virtual classroom setting, showing the skills required to effectively guide student discussion to support the learning of specific content.</p> <p>Delivery using Mursion virtual classroom, with candidate and classroom recorded.</p> 
<p>HLP: Eliciting and interpreting individual student's thinking</p> <p>Content: Mathematics and ELA content topics</p>	<p>A video-recorded interaction with a student (multiple 5–10 minute performances).</p> <p>The candidate must demonstrate the ability to have a conversation about student work that will draw out student's thinking (e.g., student misconceptions). The candidate's aim will be to learn how the student thinks about specific content, and the candidate will be able to arrive at that understanding through a spoken one-on-one interaction and using a shared workspace.</p> <p>Delivery using Mursion virtual student with video recording of candidate, virtual student and shared workspace.</p>

Content Knowledge for Teaching assessments

The NOTE CKT assessments will assess prospective teachers' content knowledge in four subject areas, focusing on content knowledge used in recognizing, understanding and responding to the content problems that teachers encounter as they teach. Although success on these assessments will depend on the prospective teacher's ability to do the work of the student curriculum, most of the questions will require test takers to apply knowledge to the work of teaching specific content topics. Content will be assessed by calling for the test taker to select a representation to be used in explaining specific content, or to modify a student task to support a specific content learning goal, or to recognize common patterns of student thinking including common misconceptions, or to carry out another piece of content-specific teaching work that represents a component part of engaging in a high-leverage teaching practice.

The elementary CKT assessment will have subtests, each of which supports a separate scaled score, to allow for separate evaluation of a teacher's knowledge and skill in each of the four core subject areas.¹

SUBTEST	ASSESSMENT FOCUS	FORMAT
ELA	<ol style="list-style-type: none"> 1. Foundational skills 2. Language 3. Constructing meaning <ul style="list-style-type: none"> — Comprehending and critiquing text — Composing texts 4. Reasoning and argumentation 	<p>Computer-delivered, selected-response and constructed-response questions.</p> <p>Stimuli include authentic curriculum materials and student work.</p> <p>Video stimuli, including student talk; students' active work may also be included.</p>
Mathematics	<ol style="list-style-type: none"> 1. Counting 2. Place value and decimals 3. Operations on whole numbers 4. Early equations and expressions 5. Fractions, including operations involving fractions 6. Measurement and geometry <ol style="list-style-type: none"> a. Length, area and volume b. Shapes and angles c. Coordinate planes 	
Social Studies	<ol style="list-style-type: none"> 1. U.S. history, government and citizenship 2. Geography, anthropology and sociology 3. World history and economics 	
Science	<ol style="list-style-type: none"> 1. Earth science 2. Life science 3. Physical science 	

¹The initial focus of CKT work is on Mathematics and ELA. The organization into categories shown here is in draft form. At rollout, Social Studies and Science subtests will assess curriculum content, with CKT focus increased in those subtests in subsequent years.



Teaching effectiveness begins with teacher preparation

Introducing the new *Praxis*® Performance Assessment for Teachers

State agencies and teacher educators have asked for a better way to assess whether new teachers bring all the right elements to the classroom. Now, there is one.

The *Praxis*® Performance Assessment for Teachers (PPAT) is being developed by Educational Testing Service (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to measure not just what pre-service teachers know, but what they can do. It is a performance-based assessment that educator preparation programs can use both to guide candidates through their clinical experience and to measure the quality of their student teaching. Aligned with InTASC Model Core Teaching Standards, PPAT offers performance indicators of teaching effectiveness in the classroom. It also provides candidates with an opportunity to demonstrate classroom application of relevant state and national standards such as the Common Core State Standards. States can also use the assessment results to help gauge how preparation programs support their curricula.

You'll get a more complete picture of your teacher candidate's performance

This evidence-centered assessment offers you performance indicators of teaching effectiveness in the classroom. Candidates complete the one formative and three summative tasks that make up the assessment throughout the course of their student teaching experience. The ongoing feedback, task by task, provides a comprehensive picture of a candidate's growth and potential for classroom success, rather than the "single snapshot" offered by other assessments where all tasks are submitted at the end of a candidate's clinical experience.

Why Choose the *Praxis* Performance Assessment for Teachers?

- Allows candidates to demonstrate real-world teaching skills
- Candidates develop a professional growth plan that supports teacher evaluation protocols
- Formative feedback guides reflective practice
- Tasks are embedded in teaching and clinical experiences

PPAT | **PRAXIS® Performance Assessment for Teachers**

www.ets.org/ppat

Designed to support development of a professional growth plan

The four tasks that make up the PPAT allow candidates to apply learning from previous coursework to the decision-making process in the classroom. Candidates collaborate with their cooperating teacher and supervising instructor throughout the process and receive formative feedback to guide reflective practice from planning through implementation.

Task Title	Type	Description	Scoring
Task 1: Knowledge of Students and the Learning Environment	Formative	<ul style="list-style-type: none">• Focuses on the beginning steps of a teacher candidate's practice• Provides first steps for creation of portfolio• Includes feedback from cooperating teacher	Locally evaluated by supervising instructor
Task 2: Assessment and Data Collection to Measure and Inform Student Learning	Summative	<ul style="list-style-type: none">• Focuses on InTASC standards for using data to inform instruction• Requires reflective analysis: What did I teach? What did they learn? How do I know?	Centrally scored anonymously by trained educators
Task 3: Designing Instruction for Student Learning	Summative	<ul style="list-style-type: none">• Focuses on InTASC standards for classroom instruction, including the use of technology to enhance instruction	Centrally scored anonymously by trained educators
Task 4: Implementing and Analyzing Instruction to Promote Student Learning	Summative	<ul style="list-style-type: none">• Focuses on ability to use research-based instructional strategies and adapt instruction for individual needs• Assesses a range of InTASC standards with some overlap from other tasks• Includes a 15-minute video submission• Reflects on overall teaching practice	Centrally scored anonymously by trained educators

The required artifacts — including teacher and student work, observation feedback and a video — provide evidence of a candidate's true teaching ability. The resulting portfolio reveals areas of improvement that can be addressed in a professional growth plan to help a beginning teacher succeed.

For more information, contact:

Cathy R. Owens-Oliver
Client Relations Director
Teacher Licensure and Certification, ETS
ppat@ets.org
www.ets.org/ppat

Accurate, Reliable Scoring by ETS

All tasks are scored separately with Task 4 weighted more heavily. ETS provides ongoing monitoring and calibration of scorers to help ensure accurate and reliable results. ETS also recruits, trains and pays the scorers.

Copyright © 2014 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING, and PRAXIS are registered trademarks of Educational Testing Service (ETS). 28864



Listening. Learning. Leading.®

www.ets.org

Teacher Performance Assessments

The Department wants to ensure that all students have access to highly effective teachers from day one. Teacher Performance Assessments (TPAs) are one way to achieve this. TPAs assess not only what a teacher candidate knows, but also what they can do. TPAs also give the teacher candidate the opportunity to demonstrate the application of national and state standards.

Many of Arkansas's teacher preparation programs are already exploring ways to use TPAs. At the discretion of a teacher preparation program, teacher candidates that are required to complete a TPA for a program should be allowed to use a nationally scored assessment in lieu of the PLT. This substitution is a way to allow educator preparation programs the flexibility to use TPAs as part of their programs of study.

Educative Teacher Performance Assessment (edTPA) and Praxis Performance Assessment for Teachers (PPAT)

Both have components of formative assessments that allow the pre-service teacher to collaborate with cooperating instructors and supervising teachers to provide formative feedback that guides reflective practice. Both require submission of artifacts that includes video clips, lesson plans, student work samples, and reflective writing. The required submission of artifacts for both assessments allows teacher candidates a chance to demonstrate their true teaching ability. The submission is then nationally scored by trained educators. Both are aligned to CAEP standards, including the requirement for a standardized student teaching assessment.

For more information about edTPA go to <http://edtpa.aacte.org/about-edtpa>

For more information about PPAT go to <https://www.ets.org/ppa/states/teachers/about/resources/>

edTPA in Arkansas

Arkansas is currently in a two-year pilot to evaluate the edTPA. The pilot will conclude in May 2016. The three programs have been involved in the ADE pilot are Arkansas Professional Pathway to Educator Licensure, Williams Baptist College Traditional Program, and Henderson State University's nontraditional MAT program.

In addition, the University of Arkansas at Fort Smith and the University of Central Arkansas have been investigating the use of edTPA in their programs.

PPAT in Arkansas

The University of Arkansas at Monticello participated in an ETS pilot during Spring 2015.

National Observational Teaching Exam (NOTE)

NOTE is a program that assesses performance of high-leverage teaching practices and computer-delivered assessments of Content Knowledge for Teaching. The NOTE works by capturing video of a candidate's teaching performance as they interact with avatar students in a virtual classroom. The NOTE program is currently a pilot program, and it is anticipated that Arkansas Tech University and Southern Arkansas University will participate in tryouts of the program in February 2016.



Arkansas School Based
Health Centers

Health Services on Campus

**Creating access to mental and physical health
services on school campus. Promoting
academic achievement and wellness.**

TABLE OF CONTENTS

School-Based Wellness Center Initiative	3
History of Arkansas School Based Health Centers (SBHC)	4
Locations	5
Services	6
Impact	7-13
Conclusion	14
Acknowledgments & Endnotes	15

Introduction

School Based Wellness Center Initiative

History and Purpose: Since the 1960's schools around the nation have offered health services on site. In 2010, the Arkansas Department of Education in partnership with the Arkansas Department of Health and Arkansas Department of Human Services awarded funds and provided assistance to nine Coordinated School Health schools to establish school-based health centers. Emphasis is placed on disease prevention and health promotion efforts such as asthma management and Vaccine for Children program. Well child check ups are provided to students as well as behavioral health services as needed. Parental consent is required for a student to receive services at school. School-based health centers are not intended to take the place of a student's medical home. The intention is to remove access barriers for students not receiving basic care. School-based health centers collaborate with and make referrals to community medical, behavioral, and oral health providers. School-based health centers are another entry point for children who may not otherwise be able or willing to seek help outside the school. The purpose is to maximize a student's opportunity for academic success by the following:

- Attends to unmet health care needs by placing health care where the kids are and when they need it.
- Supports students by providing a safe place to talk about sensitive issues such as depression, family problems, relationships, and substance abuse
- Supports the school environment by helping children stay in school and by identifying and addressing health problems that may intervene in the learning process
- Supports families by allowing parents to stay at work while attending to their child's routine health care needs
- Saves money by keeping children out of hospitals and emergency rooms
- Teaches students to be better health care consumers
- Strengthens the connection between the community and the school
- Increase the health literacy of a population by providing basic care at school.
- Decrease absenteeism by prevention and monitoring chronic health conditions.

(<http://www.sbh4all.org/>)

History of Arkansas School-Based Health Centers 2010-2015

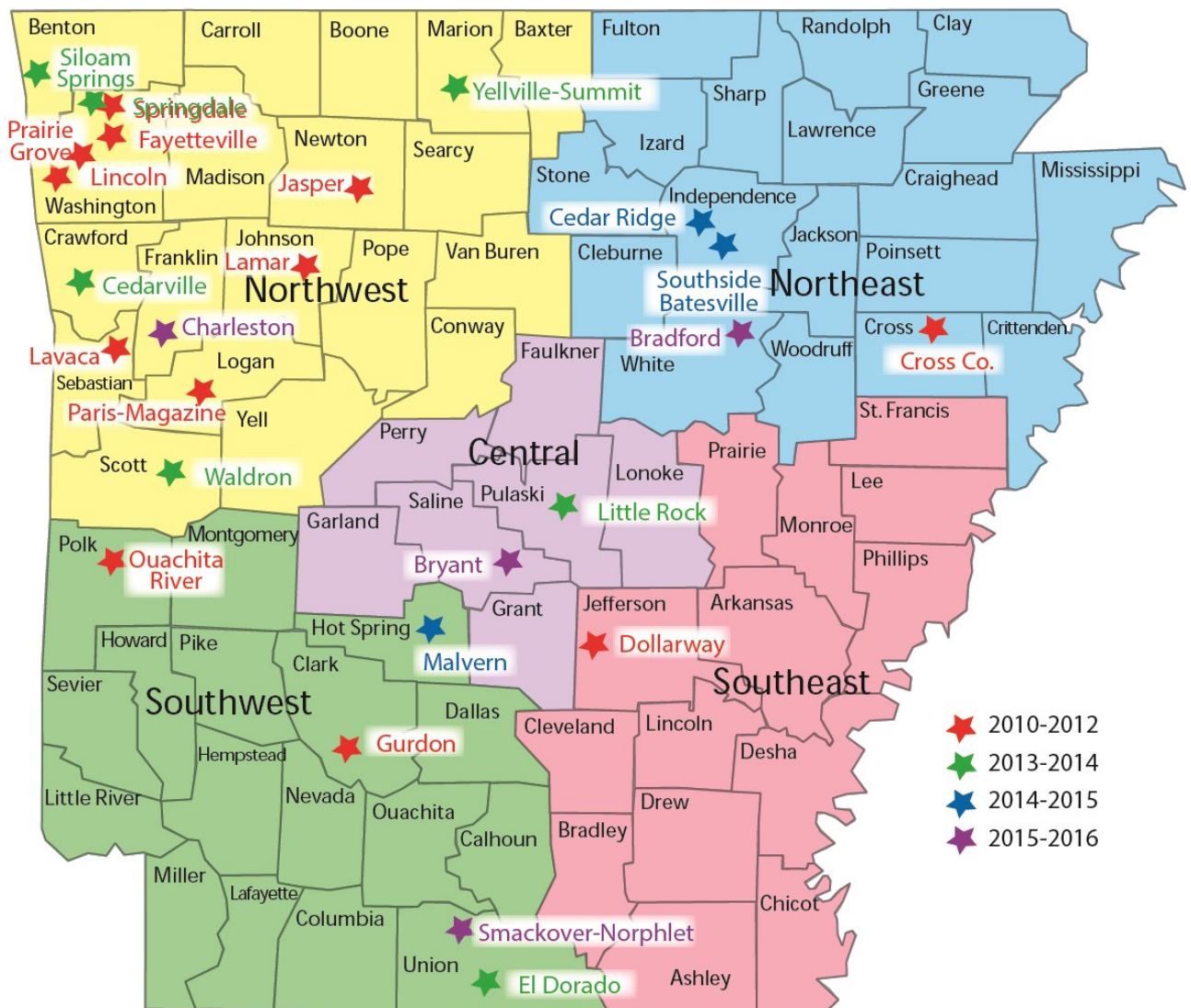
The Arkansas School-Based Health Center Initiative as it operates today is a competitive grant process supported by the Arkansas Tobacco Excise Tax, Arkansas Act 180 of 2009. The Arkansas Department of Education administers and provides assistance to districts starting a school-based health center throughout the duration of the five year grant funding and beyond. Each center adheres to grant guidelines, Arkansas School-Based Health Center Recommendations, and Arkansas School-Based Mental Health Manual.

In March 2015, AR SBHC reported that 10,625 had enrollment forms on file. This means that parents have signed consents for their child to receive healthcare services on campus.

<http://www.arkansascsh.org/apply-it-in-your-school/school-based-health-center.php>

Locations

School Based Health Centers



School Districts	Campus	Medical	Mental Health	Dental	Vision
Bradford**	K-12				
Bryant**	Bryant Elem				
Cedar Ridge**	Elem	*	*		
Cedarville	K-12	*	*	*	*
Charleston**	K-12				
Cross County	PK-12	*	*		
Dollarway	RJM Middle	*	*		
El Dorado	Washington Middle	*	*	*	
Fayetteville	Owl Creek Elem	*	*		
Gurdon	High School	*	*	*	
Jasper	PK-12	*	*	*	
Lamar	PK-12	*	*		
Lavaca	PK-12	*	*	*	
Lincoln	PK-12	*	*		
Little Rock	Franklin Elem	*	*	*	
Magazine	PK-12	*	*	*	*
Malvern**	High School		*		
Ouachita River	PK-12	*	*	*	
Paris	PK-12	*	*	*	
Prairie Grove	K-12	*	*	*	*
Siloam Springs	PK-12	*	*		
Smackover-Norphlet**	K-12				
Southside Batesville	Elem	*	*		
Springdale	Jones Elem	*	*		
Springdale	George Elem	*	*		
Waldron	PK-12	*	*	*	
Yellville	PK-12	*	*		

**new grantees/renovation underway
OR and Waldron dental services school-linked



[Graduation]

Graduation data has been trending up over the past five years, for the state level rates as well as SBHC sites. One of the early goals of SBHC in AR is to be an important link in improving graduation rates, giving the students the best possible opportunity to graduate ready for college, military or the workforce.

[Attendance]

SBHC schools average daily membership and average daily attendance have remained steady over 90% in the last five year. Data reporting system at ADE has been updated to include a 'checkmark' to identify SBHC enrollees. This will make tracking and reporting improvements in attendance for students who have missed more than ten days per semester.

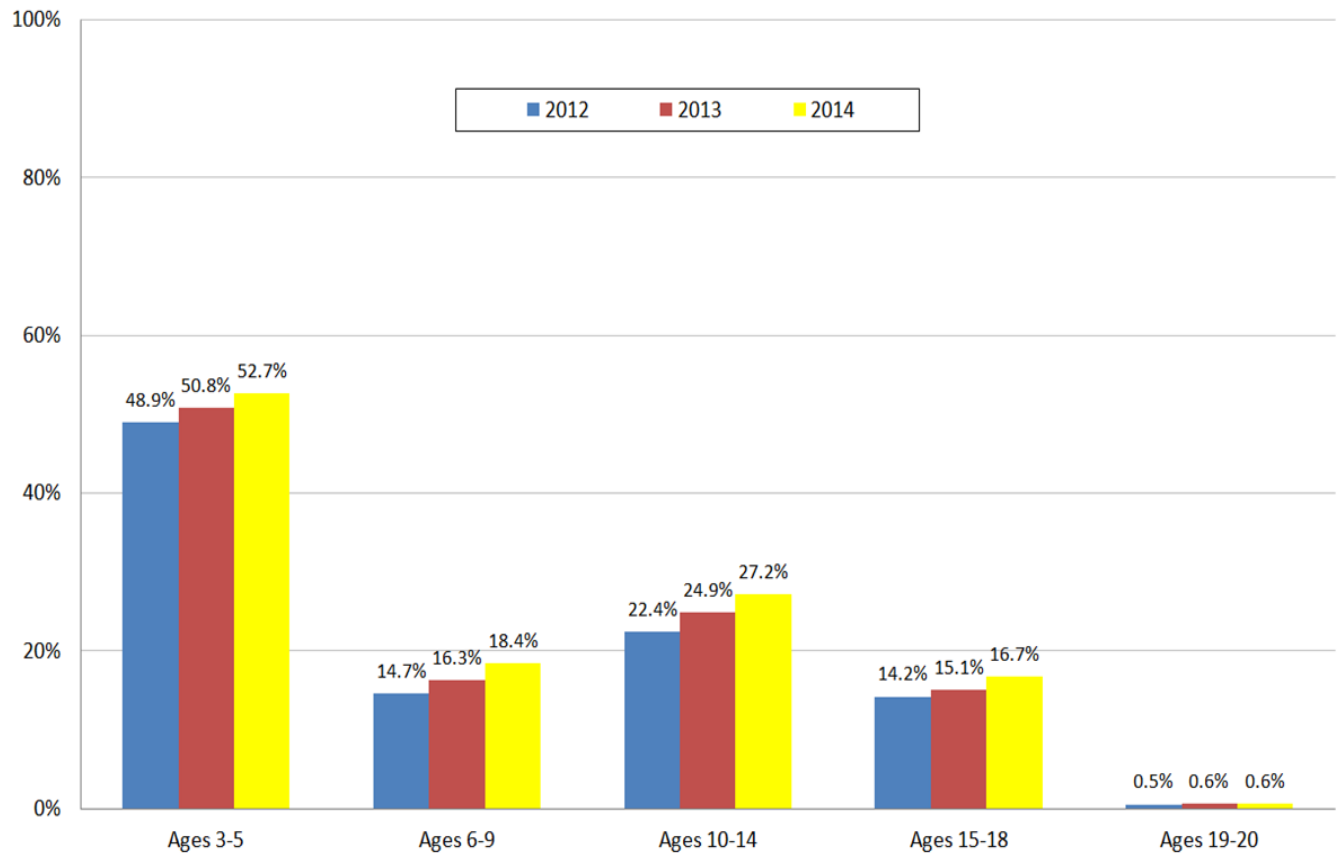
[Well Child Checks]

Arkansas falls below the national average for EPSDT rates. These well child exams are important in identifying issues early and making sure a child is on track developmentally. School-base care provides great access to quality providers to make sure students receive the well care they deserve.

Overall Graduation for SBHC Schools

Grant Year	School	2010			2011			2012			2013			2014		
		Actual	Expected	Rate	Actual	Expected	Rate	Actual	Expected	Rate	Actual	Expected	Rate	Actual	Expected	Rate
2010-2012	Cross County	37	47	78.7	43	53	81.1	43	52	82.7	39	54	72.2	41	46	89.1
	Dollarway	101	142	71.1	117	160	73.1	96	136	70.6	76	95	80.0	96	107	89.7
	Fayetteville	480	635	75.6	536	641	83.6	537	619	86.8	513	593	86.5	543	601	90.3
	Gurdon	51	58	87.9	51	63	81.0	63	72	87.5	63	72	87.5	43	50	86.0
	Jasper	61	69	88.4	59	69	86.3	63	65	96.9	64	71	90.1	70	70	100.0
	Lamar	78	94	83.0	73	89	82.0	83	102	81.4	57	65	87.7	60	73	82.2
	Lavaca	61	76	80.3	65	75	86.7	59	62	95.2	54	63	85.7	57	61	93.4
	Lincoln	80	87	92.0	88	100	79.3	80	91	87.9	76	82	92.7	97	101	96.0
	Magazine	36	47	76.6	65	78	83.3	43	47	91.5	48	57	84.2	43	50	86.0
	Ouachita River	34	42	81.0	44	49	92.2	52	57	91.2	45	47	95.7	40	51	78.4
	Prairie Grove	109	124	87.9	105	112	93.8	112	127	88.2	125	142	88.0	138	153	90.2
	Springdale	908	1295	70.1	1004	1261	70.3	1026	1251	82.0	1053	1302	80.9	1191	1421	83.8
2013-2014	Cedarville	66	69	95.7	73	79	92.4	81	86	94.2	75	78	96.2	65	67	97.0
	El Dorado	271	326	83.1	237	276	85.9	315	385	81.8	276	323	85.5	291	336	86.6
	Little Rock	1294	1999	64.7	1307	1700	74.7	1342	1641	81.8	1284	1704	75.4	1287	1644	78.3
	Siloam Springs	258	300	86.0	269	302	89.1	230	261	88.1	249	274	90.9	280	316	88.6
	Yellville-Summit	60	62	96.8	77	84	91.7	67	72	93.1	65	67	97.0	71	72	98.6
2014-2015	Cedar Ridge	52	61	85.2	58	59	98.3	53	55	96.4	49	59	83.1	68	71	95.8
	Malvern	143	180	79.4	131	169	77.5	107	126	84.9	113	133	85.0	152	172	88.4
	Southside Batesville	93	116	80.2	88	100	88.0	100	109	91.7	96	108	88.9	92	101	91.1
Total School Districts		4273	5829	82.2	4490	5519	84.5	4552	5416	87.7	4420	5389	86.7	4725	5563	89.5
Total State		27913	36177	77.2	27859	35011	79.6	28323	33664	84.1	28696	33784	84.9	29925	34422	86.9

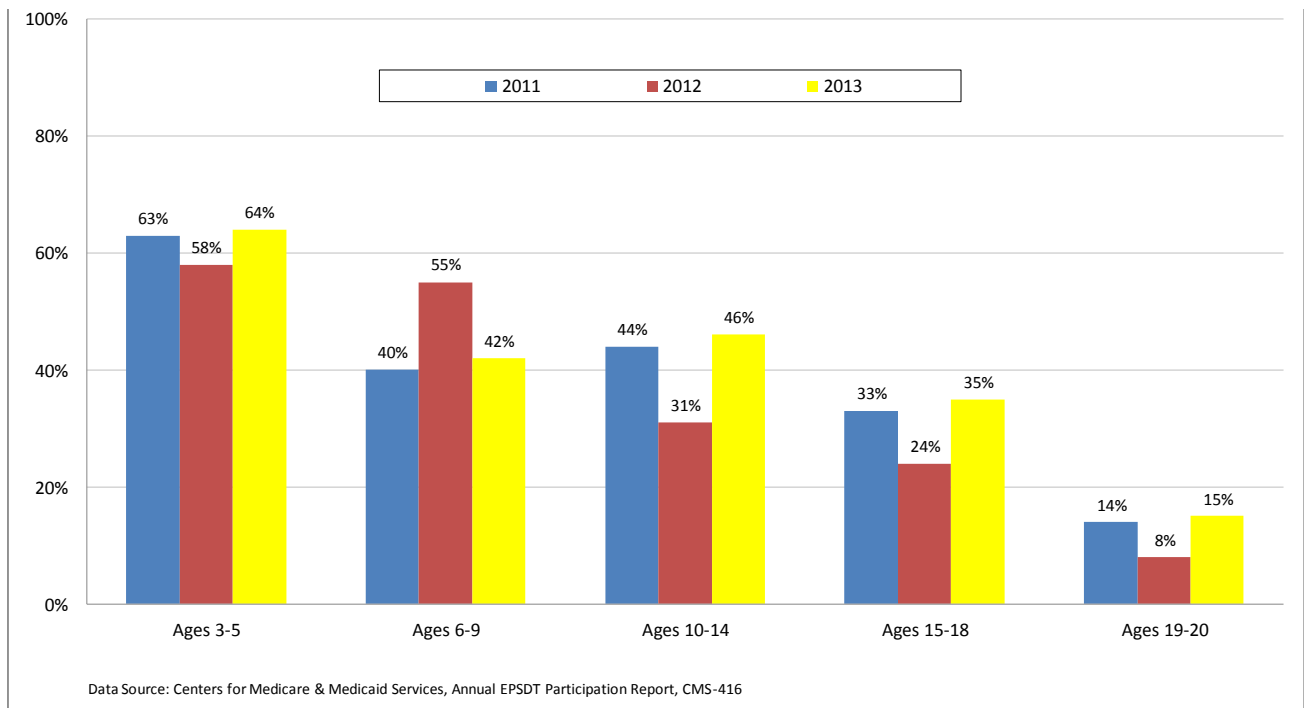
Percent of Medicaid Enrolled School-Aged Children Receiving at Least One EPSDT Screening State of Arkansas, 2012-2014



Data Source: Division of Medical Services, Arkansas Department of Human Services

Notes: School-aged children include persons ages 3-20 years of age. EPSDT codes: 99381-99385 (modifiers EP,U1), 99391-99395 (modifiers EP, U2). Fiscal years run from July 1 of the previous year through June 30 of the data year shown in the graph.

Percent of Medicaid Enrolled School-Aged Children Receiving at Least One EPSDT Screening United States, 2011-2013





Impact

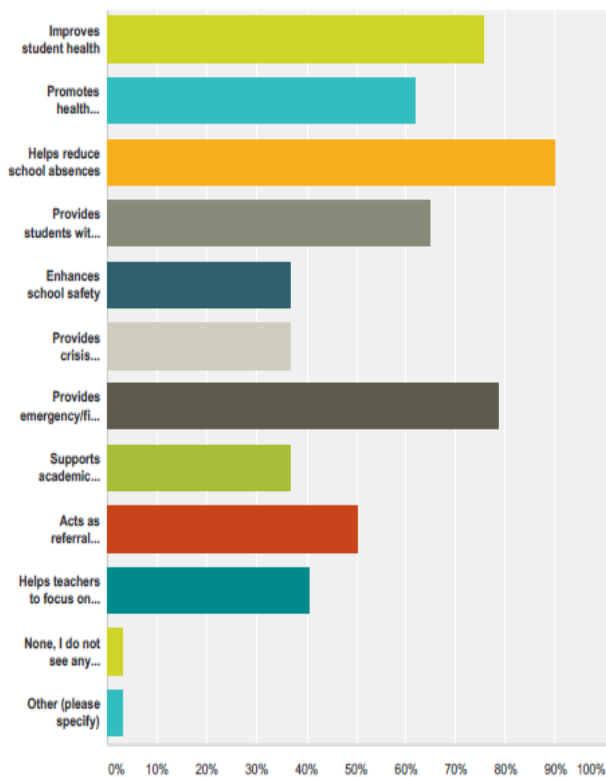
What parents are saying: Over 90% of parents surveyed report that a benefit of having a SBHC helps reduce absences. (Q12)

What teachers are saying: About 80% of teachers surveyed indicate that benefits of having a SBHC improves students health, reduces school absences, and provides emergency care. (Q6)

AR SBHC Parent Survey

Q12 What do you believe are BENEFITS of having a School-Based Health Center (SBHC)? (Mark all that apply)

Answered: 131 Skipped: 3

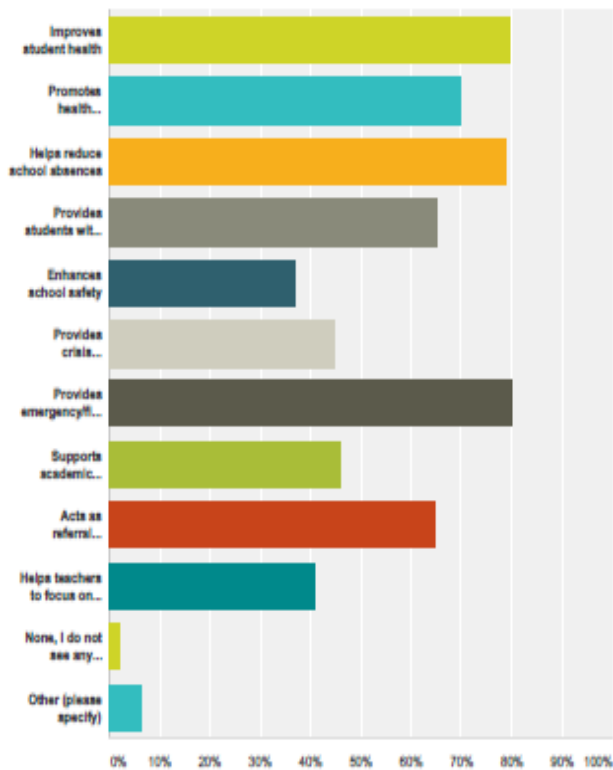


Results compiled from Arkansas Department of Education School Health Services Survey 3/31/2015

AR SBHC Staff Survey

Q6 What do you believe are BENEFITS of having a School-Based Health Center (SBHC)? (Mark all that apply)

Answered: 305 Skipped: 1





[Success Stories]

Arkansas SBHC grantees submit quarterly reports that often contain pictures and updates not captured in the productivity numbers.

Story from the field, SBHC Quarterly Report Card July 2015

Kindergarten Round-up

Kathy "Suzie" Lawless, APRN, checks the ears of Katie Hicklin during her kindergarten physical at the annual Yellville Summit School District "Kindergarten Round-up." BRMC Clinic: Yellville Summit Health Center provides kindergarten and preschool physicals as part of the special event. The clinic was decorated with saddles, cowboy hats and lariats. In honor of the festivities, Lawless wore western attire. YSHC, located in the Yellville-Summit School, made the physicals available at the school's kindergarten and preschool registration. The clinic will also be providing Sports Physicals for the school district's athletes next month. YSHC offers medical care to students and their family members, faculty and staff, as well as, other members of the surrounding community.



Conclusion

The success of SBHC in Arkansas over the past five years have been a result of courageous school level champions, a consistent and dedicated state team, supportive partners and a health care climate that is starting to embrace health care for all. The challenges of working with multiple partners and truly being an integral part of the patient center medical home is evident in SBHC in Arkansas. Our challenge and charge is to expand SBHC to any area of Arkansas that wants to improve access to quality care to students to maximize their academic experience. In order to do this the current grantees will have to be completely sustainable on their own unless more funding is allocated.

Next steps include making a deliberate effort to expand SBHC in areas of the state where the most need exists. An effort is underway to assist schools with increased need by offering a planning grant. The intention to assist a school and community in developing local relationship and garnering resources to achieve SBHC.



Acknowledgements

This report was prepared by Tamara Baker. Contributions were made by Lucy Im, Katherine Loyd and Sandra Fleming. A special thank you to the SBHC team, Dr. Elizabeth Kindall, Tracy Starks, RN and Jerri Clark, as well as all of the brave schools and provider partners willing to go the extra mile to make sure that the health and education needs of all students in schools are met.

End Notes

<http://www.sbh4all.org/>

<http://www.arkansascsh.org/apply-it-in-your-school/school-based-health-center.php>

<http://www.arkansased.gov/divisions/public-school-accountability/school-performance/graduation-rate>

Data Source: Division of Medical Services, Arkansas Department of Human Services

Notes: School-aged children include persons ages 3-20 years of age. EPSDT codes: 99381-99385 (modifiers EP,U1), 99391-9935 (modifiers EP, U2). Fiscal years run from July 1 of the previous year through June 30 of the data year shown in the graph.

Data Source: Centers for Medicare & Medicaid Services, Annual EPSDT Participation Report, CMS-416

Learning Services
January State Board Report
Debbie Jones, Assistant Commissioner

Professional Development

Professional Development recently held the Day 5 training for Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). LDC was focused on scoring student work and how those results and data can be used for instructional decisions and revisions of instructional modules. In MDC, the focus was on Formative Assessment Lessons and how those skills can be transferred into everyday instruction. Professional Development also had the second Administrator Webinar where suggestions for supporting LDC/MDC school-based teams and providing adequate resources and time were shared.

Play-It-Again Arkansas

Play-It-Again Arkansas continues to supply instruments for beginning students who were unable to obtain their own instruments for participation in band or orchestra. Preparations are being made to send out applications for the Governor's Award for Musical Excellence that will be presented to graduating seniors in the public schools who participate in a performing musical group: band, choir or orchestra.

Migrant Education

Stan Young, Migrant Director, retired after 23 years at ADE. He is a superior employee who is greatly respected in the field of migrant education.

Federally required training of the migrant program recruiters took place on December 10-11. The conference focused on strategies to locate and identify migrant families as well as a review of the regulations and guidelines for determining migrant eligibility. Recruitment (or identification of migrant students and youth) is an essential component of the Migrant Education Program (MEP). No child may be served by the MEP unless he or she has been determined to meet the eligibility requirements, and the eligibility is documented in a federally approved format.

Recruitment continues throughout the year. The recruitment emphasis will change according to the kind of agriculture being planted or harvested with current recruitment efforts targeting timber planting. Focused recruitment efforts in poultry and food processing plants are ongoing throughout the year.

Cooperative directors attended a leadership meeting on December 2, 2015, to discuss ongoing educational programs and to make plans for the transition to new leadership. Data from the math summer program was received. There were 564 students who participated in Math MATTERS, a needs-based elementary grade summer math program designed specifically for K-6 migrant students. Ninety three percent of Arkansas migrant students made gains of at least 9% on curriculum based assessments.

Migrant cooperatives are increasing the services provided to secondary students by providing many different types of college and career readiness opportunities; including campus tours, help with financial aid, preparation for the ACT, calculator workshops, and mentoring programs. Federally required monitoring of district migrant programs continues throughout the year. Annual federal reports are being finalized.

English Learners Program

Technical training for the ELPA21 Assessment was provided for district test coordinators in December. Test administration training will be provided on January 7.

The Intercultural Development Research Association (IDRA) will be consulting with several districts including Hermitage and the surrounding area. They will evaluate what the districts are doing to serve English Learners and provide feedback to the districts for future planning. On January 7, IDRA will debrief the districts involved as well as ADE staff Miguel Hernandez, Dr. Alan Lytle, and Tricia Kerr. This will be an opportunity to learn together how to support these districts moving forward in their service of English Learners.

Curriculum & Instruction

The ADE will host a Dyslexia conference, free to K-12 Arkansas public, private and charter school employees, on Monday, March 7- Tuesday March 8, 2016 in the Hot Springs Convention Center. Educators will learn strategies for successfully working with students from nationally renowned speakers as well as Arkansas educators. Topics include: screening and identification, RTI, using data to guide core instruction, progress monitoring, 504 and Special Education and success stories as well as panel discussions. Congressman Westerman is hosting a Congressional Dyslexia Forum in the evening that will be open to the public. More information as well as registration information can be found at the following link:
http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/Dyslexia_Conference.pdf

Assessment

Throughout the month of January, assessment staff will train District Testing Coordinators on testing requirements for this spring. Trainings will be held at 13 locations around the state. ELPA21 is the first assessment that will be given in the new year. The window for ELPA21 opens on February 1st and runs through March 11th.

As of December 15, 2015, sixty four (64) Interim assessments for Aspire had been completed with over a thousand sessions scheduled and four (4) classroom assessments had been completed and over 1,300 scheduled. Many schools will use the classroom and interim assessments in the spring semester as they prepare for spring summative testing. ADE staff

has begun analyzing the PARCC data, now that the corrections engine has closed, and plans to bring a full report to the State Board of Education in February.

Curriculum and Instruction

Standards Work

The K-12 mathematics committee completed its revision recommendations, and the unit is formatting and editing the documents. Once edited, documents will be sent electronically to the math committee for final feedback. Based on final feedback the Curriculum and Instruction Unit will create a Community Feedback Survey to gather information on clarity of the revised standards. It is anticipated that the survey will be ready in mid-January for release and adoption by the state board in February or March.

Literacy specialists are working with subject content specialists to organize a day for standards review of the disciplinary literacy standards. A group of English Language Arts, Fine Arts, Science and Social Studies teachers who worked on content area standards will form the committee to review and revise the disciplinary literacy standards. The review is scheduled for February 9th in Little Rock.

Fine Arts

In 2014, Arkansas was selected as one of ten pilot states in a new Americans for the Arts grant program called the State Policy Pilot Program or SP3. This program was created to support arts education, and Arkansas's SP3 team is heavily involved in implementing, assessing, and providing resources to support the 2014 Arkansas Fine Arts Curriculum Frameworks. Planning for 2016 professional development in music, visual arts, theater, and dance is underway and focuses on developing and sharing instructional modules and resources for arts educators. ADE's intention is to broaden the vision of professional development in the 2016 workshops by including teaching artists and community-based arts organizations as participants. The workshops will be held in authentic arts spaces such as galleries, theaters, and studios around the state, including the South Arkansas Arts Center in El Dorado, DeltaArts in West Memphis, the Arts and Science Center in Pine Bluff, and the Mosaic Templar Cultural Center in Little Rock. After receiving enthusiastic response from arts venues, teachers, and teaching artists in the field, the Arkansas Arts Council has committed \$7,500 to fund teaching artists to join classroom teachers as presenters in these workshops, modeling the partnership of teacher and teaching artist for workshop participants. This new model for professional development in arts education is also supported by the Windgate Foundation and Arkansans for the Arts.

Dyslexia Conference

Arkansas Department of Education Dyslexia Conference for Arkansas Schools, Literacy For All: Understanding Dyslexia is scheduled for this spring. This is an opportunity to support schools as they continue to implement the requirements set forth in legislation. This conference is provided

free of charge to K-12 public, private and charter schools within the state. The conference will be held at the Hot Springs Convention Center on March 7th and 8th. Educators will hear strategies for successfully working with students with dyslexia from nationally renowned speakers as well as Arkansas educators. Confirmed speakers include Dr. Nikolai Vitti, Dr. Reid Lyon and Dr. Timothy Odegard. Congressman Westerman is hosting a Congressional Dyslexia Forum in the evening that is open to the public.

My Child/My Student Report

January 15, 2016

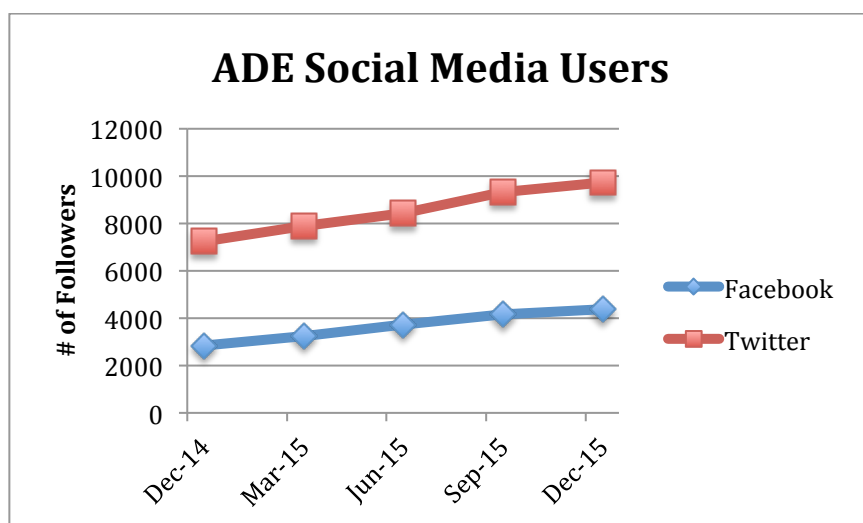
(Report Prepared December 23, 2015)

The Arkansas Department of Education continues to promote the My Child/My Student public awareness campaign. The campaign was launched in August 2014 as an initiative of the ADE, the State Board of Education, and educational advocacy organizations.

Since the last report in October 2015, the following has occurred.

- The ADE Communications Team posted 24 My Child/My Student messages (in English and Spanish) via Facebook and Twitter in October, November and December. Social media posts are available on the My Child/My Student webpage: <http://www.arkansased.org/divisions/communications/my-childmy-student>.
- October, November and December Newsletters for parents (English and Spanish) and teachers are available at <http://www.arkansased.org/divisions/communications/my-childmy-student>.
- Arkansas Teacher of the Year Ouida Newton shared My Child/My Student social media posts on her social media pages.
- The Arkansas Campaign for Grade-Level Reading continued to share My Child/My Student social media posts.

Social Media Data (*numbers as of December 23, 2015*)



Submitted By Kimberly Friedman, ADE Director of Communications