



## **AGENDA**

### **STATE BOARD OF EDUCATION**

September 10, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

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### **Consent Agenda**

#### **C-1 Minutes - August 6, 2015**

*Presenter: Deborah Coffman*

#### **C-2 Minutes - August 13, 2015**

*Presenter: Deborah Coffman*

#### **C-3 Minutes - August 14, 2015**

*Presenter: Deborah Coffman*

#### **C-4 Newly Employed, Promotions and Separations**

*The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.*

*Presenter: Greg Rogers and Clemetta Hood*

#### **C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309**

*Arkansas Code Annotated requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from school districts covering total of waivers. There were also requests for long-term substitutes from school districts requesting a total of waivers for long-term substitutes. These requests have been reviewed, have either approved or denied by Department Staff, and are consistent with program guidelines.*

*Presenter: Ivy Pfeffer*

**C-6      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-124 – Demetris Donnell Ford**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends a written warning. Mr. Ford was notified of the Ethics Subcommittee's recommendation on July 16, 2015. Mr. Ford accepted the recommendation on July 21, 2015.*

**Presenter:** Wayne Ruthven

**C-7      Consideration of Voluntary Surrender of Teaching License - Professional Licensure Standards Board Case #15-020 – Mary Faith McCormick**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Ms. McCormick surrendered her license on August 3, 2015, and the Department recommends revocation.*

**Presenter:** Wayne Ruthven

**C-8      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-102 – Russell Anthony Dupwe**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order one (1) year probation and assess a \$75.00 fine. Mr. Dupwe was notified of the Ethics Subcommittee's recommendation on July 16, 2015. Mr. Dupwe accepted the recommendation on July 20, 2015.*

**Presenter:** Wayne Ruthven

**C-9      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-122 - Darrick Wayne Lowery**

*Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a \$50.00 fine. Mr. Lowery was notified of the Ethics Subcommittee's recommendation on July 16, 2015. Mr. Lowery accepted the recommendation on August 3, 2015.*

**Presenter:** Wayne Ruthven

**C-10      Consideration of Voluntary Surrender of Teaching License - Professional Licensure Standards Board Case #15-156 – Dale Warren Mann**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Mann surrendered his license on June 23, 2015, and the Department recommends permanent revocation.*

**Presenter:** Wayne Ruthven

**C-11      Education Renewal Zones Program**

*Pursuant to A.C.A. § 6-15-2505 each education renewal zone, using guidelines and indicators set by the Division of Education Renewal Zones, shall prepare an annual report to the division describing the progress*

toward accomplishing the goals of the education renewal zone. The Department requests approval of this report.

**Presenter:** Dr. Debbie Jones

## **Action Agenda**

### **A-1 Consideration of the ForwARd Vision and Recommendations**

*The recommendations are available at <http://www.forwardarkansas.org>*

**Presenter:** Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; Jared Henderson, managing director – ForwARd Arkansas

### **A-2 Consideration of the Little Rock School District Report of Progress**

*Little Rock School District Superintendent Mr. Baker Kurrus and staff will provide a monthly report of the progress of the six schools identified in academic distress.*

**Presenter:** Baker Kurrus, Superintendent

### **A-3 District Request for Waivers Granted to Open-Enrollment Charter: Batesville School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district. Representatives of the Batesville School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-4 District Request for Waivers Granted to Open-Enrollment Charters: Gentry School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district. Representatives of the Gentry School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-5 District Request for Waivers Granted to Open-Enrollment Charter: Lee County School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district. Representatives of the Lee County School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-6 Consideration of Waiver Request for Teaching License – Lynn D. Lang**

*Lynn D. Lang has applied for a first-time teaching license. On April 28, 2015, the Department notified Mr. Lang that a background check conducted under Ark. Code Ann. § 6-17-410 revealed a disqualifying offense for licensure. Mr. Lang has requested a waiver of the disqualifying offense. Mr. Lang represents himself.*

**Presenter:** Jennifer Liwo

**A-7      Consideration of Revocation of Teaching License – Amanda Leigh Reilly**

*Amanda Leigh Reilly holds a standard teaching license (expired August 16, 2015). On April 27, 2015, Ms. Reilly pled no contest to two criminal offenses that disqualify her under Ark. Code Ann. § 6-17-410 for licensure and employment in a public school. On July 14, 2015, the Department notified her attorney of the disqualification and her right to seek a waiver. Neither Ms. Reilly nor her attorney requested a waiver. The Department recommends permanent revocation of her license.*

**Presenter:** Cheryl Reinhart

**A-8      Consideration for Final Approval – Arkansas Department of Education Rules Governing Educator Licensure**

*The State Board on July 9, 2014, approved for public comment proposed Rules Governing Educator Licensure. The Department received and considered public comment and has made some changes to the rules. The Department staff respectfully requests that the State Board approve these rules as final.*

**Presenter:** Cheryl Reinhart

**Minutes  
Special State Board of Education Meeting  
Thursday, August 6, 2015**

The State Board of Education met Thursday, August 6, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:03 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Vicki Saviers; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: None

**Reports**

**Report-1 Chair's Report**

No report.

**Report-2 Commissioner's Report**

Commissioner Key reviewed the Attorney General's Opinion concerning certain provisions of Act 560 of 2015, which amended the Public School Choice Act of 2013. He addressed the relevance of the opinion in regard to the meeting today.

**Action Agenda**

Arkansas Department of Education Staff Attorney Ms. Jennifer Davis said the history of school choice was reflected in legislation from 1989, 2013, and 2015.

Ms. Saviers moved, seconded by Dr. Barth, to take action items 1, 2, 3, and 4 from the table. The motion carried unanimously.

**A-1 Consideration of Appeal from Denial of School Choice Application – Wilson**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Wilson family appealed the decision of the White Hall School District to deny a school choice application for the 2015-2016 school year. She said the family resided in the Dollarway School District.

Parent Ms. LaQuita Wilson requested to enroll her kindergarten student in the White Hall School District. She said her other children attend the White Hall School District.

White Hall School District Superintendent Dr. Larry Smith said Ms. Wilson's other children attended the White Hall School District under previous school choice legislation. He said the White Hall School District denied the application because the Dollarway School District submitted an exemption for school choice.

Dollarway School District Attorney Mr. Paul Bloom said the Dollarway School District was under a desegregation order and, therefore, did not participate in school choice. He said the district submitted a letter to the ADE.

Dollarway School District Superintendent Ms. Patsy Hughey said the Dollarway School District's demographic was approximately 90% African American students.

Ms. Zook moved to grant the appeal of school choice application for Wilson. The motion died for lack of a second.

Ms. Wilson said her child should be able to attend the White Hall School District because the child should have preference as a sibling.

Dr. Smith said he currently believed the district was at capacity for kindergarten, but he would not know until the beginning of school.

Mr. Bloom said the preference did not apply in this case. He said the federal court would need to decide if previous preferences should be in effect.

Dr. Barth moved, seconded by Ms. Saviers, to deny the appeal of school choice application for the Wilson family. Ms. Zook voted no. The final vote was 7-1. The motion carried.

A-2 and A-3 items were discussed together.

**A-2 Consideration of Appeal from Denial of School Choice Applications – Teague, Morton, Lloyd, Green, Gardner, and Wheelington Families**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015, the Teague, Morton, Lloyd, Green, Gardner and Wheelington families appealed the decision of the Emerson-Taylor-Bradley School District to deny school choice applications for the 2015-2016 school year. She said the families resided in the Lafayette County School District and requested a joint hearing before the State Board of Education.

Emerson-Taylor-Bradley School District Superintendent Mr. Gary Hines said the families submitted timely requests. He said they were denied because the Lafayette County School District submitted an exemption for school choice.

Parent Mr. Brad Lloyd said Lafayette County School District was the only district that submitted an exemption for school choice. He said the desegregation order is for a district (Lewisville School District) that no longer existed.

Lafayette County School District Attorney Ms. Whitney Moore said the appeals were correctly denied because the ADE has no authority to interpret the court order. She said the Lewisville School District was consolidated into the Lafayette County School District.

Lafayette County School District Superintendent Mr. Robert Edwards said a legal transfer would not be considered at this time. He said the district has a 60% African American enrollment.

Ms. Moore clarified that the Lafayette County School Board would consider a legal transfer on exceptional reasons.

Mr. Lloyd said the families are seeking a better education for their children. He said they did not want to change schools because of race.

Mr. Williamson moved, seconded by Ms. Reith, to deny the appeal of School Choice Application for Teague, Morton, Lloyd, Green, Gardner, and Wheelington Families. The motion carried unanimously.

### **A-3 Consideration of Appeal from Denial of School Choice Application – Black**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Black family appealed the decision of the Emerson-Taylor-Bradley School District to deny school choice applications for the 2015-2016 school year. She said the family resided in the Lafayette County School District.

Mr. Williamson moved, seconded by Ms. Reith, to deny the appeal of School Choice Application for Black. The motion carried unanimously.

### **A-4 Consideration of Appeal from Denial of School Choice Applications –Vickers, Dean, and Tatom Families**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015, the Vickers, Dean, and Tatom families appealed the decision of the Spring Hill School District to deny school choice applications for the 2015-2016 school year. She said the families resided in the Lafayette County School District and requested a joint hearing before the State Board of Education.

Spring Hill School District Superintendent Ms. Angie Raney said applications were submitted on time and were denied because the Lafayette County School District submitted an exemption for school choice.

Lafayette County School District Attorney Ms. Whitney Moore restated earlier objections. She said the Dean student was enrolled in the Spring Hill School District.

Parent Ms. Connie Dean said her child was enrolled in the Spring Hill School District under a power of attorney. She said this year, she requested to revoke the power of attorney and apply for school choice to Spring Hill School District.

Parent Ms. Angie Vickers read a prepared statement on behalf of the families. She contended the desegregation settlement was terminated by a federal judge and, therefore, was not an active issue.

Ms. Moore said the district had to report for three years. She said a declaration of unity status would be required to remove the Lafayette County School District from the desegregation order. She said the Lafayette County School District had not requested unity status.

Ms. Dean said consolidation would not be permitted that was negative toward desegregation. She said that the Stamps School District and the Lewisville School District consolidated to form the Lafayette County School District.

Dr. Barth moved, seconded by Ms. Dean, to deny the appeal of school choice application for the Vickers, Dean, and Tatom Families. Ms. Zook voted no. The final vote was 7-1. The motion carried.

#### **A-5 Consideration of Appeal from Denial of School Choice Application – Wilkison**

Staff Attorney Ms. Jennifer Davis said the Wilkison family requested the Board hear this action item on August 13.

#### **A-6 Consideration of Appeal from Denial of School Choice Application –**

## **Bashaw**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Bashaw family appealed the decision of the Wynne School District to deny a school choice application for the 2015-2016 school year. She said the family resided in the Forrest City School District.

Parent Mr. Glen Bashaw said his daughter has attended the Wynne School District since kindergarten. He said the parents are currently involved in a custody case.

Forrest City School District Attorney Mr. Brad Beavers said the appeal was premature because currently the child resided in the Wynne School District and legally attended the Wynne School District. Mr. Beavers said a decision today by the Board might influence the custody case. He said the Wynne School District acted properly by denying the application.

Mr. Bashaw said he was trying to be proactive for his daughter.

Mr. Williamson moved, seconded by Dr. Barth, to deny the appeal of school choice application for the Bashaw family. The motion carried unanimously.

## **A-7 Consideration of Appeal from Denial of School Choice Application – Justice**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Justice family appealed the decision of the Vilonia School District to deny school choice applications for the 2015-2016 school year. She said the family resided in the Cabot School District.

Vilonia School District Assistant Superintendent Ms. Cathy Riggins said the district would be receptive to the school choice if capacity were available. She said if the district had room, they would be willing to accept the student.

Cabot School District Assistant Superintendent Dr. Tammy Tucker said the applications were received by the Cabot School District but denied by the Vilonia School District.

Parent Alicia Justice said one child was accepted and enrolled in the Vilonia School District but one child was not accepted based on capacity.

Dr. Barth moved, seconded by Ms. Reith, to deny the appeal of school choice application for the Justice family. The motion carried unanimously.

#### **A-8 Consideration of Appeal from Denial of School Choice Application – Martin**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Martin family appealed the decision of the Vilonia School District to deny school choice applications for the 2015-2016 school year. She said the family resided in the Mayflower School District.

Vilonia School District Assistant Superintendent Ms. Cathy Riggins said the district would be willing to accept the students if capacity were available.

Mayflower School District Superintendent Mr. John Gray said he had no objection to the school choice.

Parents Mr. Cody Martin and Ms. Brittany Martin said they requested school choice for the safety of their children.

Ms. Riggins said the two districts have investigated options for changing the district boundaries.

Dr. Barth moved, seconded by Ms. Dean, to deny the appeal of school choice application for the Martin family. The motion carried unanimously.

#### **A-9 Consideration of Appeal from Denial of School Choice Application – Pearson**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015; the Pearson family appealed the decision of the Bentonville School District to deny a school choice application for the 2015-2016 school year. She said the family resided in the Rogers School District. She said the Rogers School District Superintendent Dr. Margaret Darr did not oppose the school choice for Pearson.

Bentonville School District Superintendent Mr. Michael Poore said the requested school, Cooper Elementary, was over capacity and would be sending students to other elementary schools within the district.

Parent Ms. Marion Pearson said she is a therapist at Cooper Elementary.

Ms. Saviers moved, seconded by Ms. Reith, to deny the appeal of school choice application for the Pearson family. The motion carried unanimously.

#### **A-10 Consideration of Appeal from Denial of Opportunity School Choice Application – Wooldridge**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act; the Wooldridge Family appealed the decision of the Little Rock School District to deny an Opportunity School Choice Application for the 2015-2016 school year. She said the family was zoned to attend McClellan High School.

Little Rock School District Student Registration Specialist Ms. Andreia Crawford said the district recognized only one choice of school, not multiple choices. She said the decisions are made on a first-come, first-served basis.

Parent Ms. Pam Wooldridge said her daughter came from a distressed school, Cloverdale Middle School, and has been assigned to a distressed high school, McClellan High School.

Little Rock School District Senior Director of Student Services Dr. Frederick Fields said the district looked at the current enrollment and calculated the number of vacant seats available for opportunity school choice. He said all vacant seats have been offered to families that registered for opportunity school choice. He said there are only a few seats available each year.

Ms. Crawford said the Wooldridge student was number twelve on the waiting list at Parkview High School.

Ms. Wooldridge said she applied for her child to attend Parkview High School and was told to apply for opportunity school choice.

Dr. Barth moved, seconded by Mr. Williamson, to deny the appeal of school choice application for the Wooldridge family. Ms. Zook and Ms. Saviers voted no. The final vote was 6-2. The motion carried.

#### **A-11 Consideration of Appeal from Denial of Opportunity School Choice Application – Cooper**

Staff Attorney Ms. Jennifer Davis said the Cooper family had withdrawn their request for an appeal.

#### **A-12 Consideration of Appeal of Denial of Opportunity School Choice Application - Sawa**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act; the Sawa Family appealed the decision of the Little Rock School District to deny an Opportunity School Choice Application for the 2015-2016 school year. She said the family was zoned to attend Henderson Middle School.

Little Rock School District Student Registration Specialist Ms. Andreia Crawford said the family requested to attend Pulaski Heights Middle School. She said the Sawa family was number seventeen on the waiting list at Pulaski Heights Middle School.

Ms. Reith moved, seconded by Mr. Black, to deny the appeal of school choice application for the Sawa family. Ms. Zook and Ms. Saviers voted no. The final vote was 6-2. The motion carried.

#### **A-13 Consideration of Appeal from Denial of Opportunity School Choice Application – Jackson**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act; the Jackson Family appealed the decision of the Little Rock School District to deny an Opportunity School Choice Application for the 2015-2016 school year. She said the family was zoned to attend J.A. Fair High School.

Ms. Dean moved, seconded by Ms. Reith, to deny the appeal of school choice application for the Jackson family. Ms. Zook and Ms. Saviers voted no. The final vote was 6-2. The motion carried.

#### **A-14 Consideration of Appeal from Denial of Opportunity School Choice Application – Williams**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act; the Williams Family appealed the decision of the Little Rock School District to deny an Opportunity School Choice Application for the 2015-2016 school year. She said the family was zoned to attend Hall High School.

Little Rock School District Senior Director of Student Services Dr. Frederick Fields said the district would be willing to examine their policy for the next school year.

Parent Ms. Anita Williams said her son was enrolled in Parkview High School when their home burned. When her son returned to the district, he was assigned to Hall High School.

Dr. Barth moved, seconded by Ms. Saviers, to deny the appeal of school choice application for the Williams family. The motion carried unanimously.

#### **A-15 Consideration of Appeal from Denial of Opportunity School Choice Application – McGruder**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-227 and the Arkansas Department of Education Rules Governing the Opportunity Public School Choice Act; the McGruder Family appealed the decision of the Little Rock School District to deny an Opportunity School Choice Application for the 2015-2016 school year. She said the family was zoned to attend Hall High School.

Parent Ms. Kennethe McGruder said her child lived within walking distance of the school.

Little Rock School District Senior Director of Student Services Dr. Frederick Fields said during open-enrollment period, the district considered radius of the school (shadow zone).

Mr. Williamson moved, seconded by Mr. Black, to deny the appeal of school choice application for the McGruder family. Ms. Zook and Ms. Saviers voted no. The final vote was 6-2. The motion carried.

#### **Announcement**

Commissioner Key announced that the ADE has been approved for ESEA Flexibility Waiver for one year. The Board congratulated Ms. Annette Barnes, her staff, and the other assistant commissioners for their dedicated work on the application.

#### **Work Session**

#### **Act 1240**

The State Board conducted a work session regarding Act 1240 of 2015 - An Act to allow a school district to be granted the same waivers that are granted to an open-enrollment public charter school that draws students from the school district; and for other purposes.

### **Adjournment**

Mr. Williamson moved, seconded by Mr. Black, to adjourn. The motion carried unanimously.

The meeting adjourned at 2:11 p.m.

*Minutes recorded by Deborah Coffman.*

**Minutes**  
**State Board of Education Meeting**  
**Thursday, August 13, 2015**

The State Board of Education met Thursday, August 13, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:07 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Vicki Saviers; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: none

**Consent Agenda**

Dr. Barth pulled C-3 Review of Loan and Bond Applications, and Ms. Zook pulled C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-151 – Randalyn Hope (Harrison) Sutterfield and C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-071 – Haley L. Terhune-Hedden from the consent agenda.

Ms. Saviers moved, seconded by Ms. Chambers, to approve the consent agenda less items C-3 Review of Loan and Bond Applications, C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-151 – Randalyn Hope (Harrison) Sutterfield and C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-071 – Haley L. Terhune-Hedden. The motion carried unanimously.

- Dr. Barth moved, seconded by Ms. Reith, to approve C-3 Review of Loan and Bond Applications less the commercial bond for Dollarway and to table the Dollarway item. The motion carried unanimously.

At a later time in the meeting, Ms. Saviers moved, seconded by Ms. Chambers, to remove C-3 Review of Loan and Bond Applications, as it relates to the commercial bond for Dollarway, from the table. The motion carried unanimously.

After discussion, Mr. Williamson moved, seconded by Ms. Dean, to table C-3 Review of Loan and Bond Applications, as it relates to the commercial bond for Dollarway, until later in the afternoon. The motion carried unanimously.

- Mr. Williamson moved, seconded by Ms. Zook, to pull C-3 Review of Loan and Bond Applications, as it relates to the commercial bond for Dollarway, from the table. The motion carried unanimously.

Dollarway School District Superintendent Ms. Patsy Hughey and Mr. Scott Beardsley, Senior Vice President of First Security Beardsley, said the commercial bond was for academic and sports facilities. Mr. Beardsley explained that the school board followed a process to reach the decision to present the millage to the voters. He said part of the millage would include operations.

- Dr. Barth moved, seconded by Mr. Black, to approve C-3 Review of Loan and Bond Applications, as it relates to the commercial bond for Dollarway. The motion carried unanimously.

Ms. Zook moved, seconded by Ms. Saviers, to send C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-151 – Randalyn Hope (Harrison) Sutterfield to PLSB for an evidentiary hearing. Dr. Barth voted no. The final vote was 7-1. The motion carried.

Dr. Barth moved, seconded by Mr. Williamson, to approve C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-071 – Haley L. Terhune-Hedden. The motion carried unanimously.

#### Items included in the Consent Agenda:

- Minutes - July 9, 2015
- Minutes - July 10, 2015
- Review of Loan and Bond Applications
- Newly Employed, Promotions and Separations
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-091 – Dawn Michelle O’Neal
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-175 – James Anthony Pennington
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-071 – Haley L. Terhune-Hedden
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-083 – Kara Ashley Caldwell
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-084 – Jill Ann Rogers
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-100 – Timothy Dan Dailey
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-098 – Stan E. Karber

- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-113 – Sarah Ashton Woods
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-086 - Michele Yvette Casteel
- Consideration of Approval of Education Service Cooperatives' Annual Report

## **Action Agenda**

### **A-1 Consideration of Additional Arkansas Better Chance 2015-2016 Grants**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education requested approval of the Arkansas Better Chance grants for the 2015-2016 school year totaling \$1,701,500.00.

Ms. Zook moved, seconded by Ms. Reith, to approve the additional Arkansas Better Chance 2015-2016 Grants totaling \$1,701,500.00. The motion carried unanimously.

### **A-2 Consideration of the Annual Student Discipline Report**

Office for Education Policy Faculty Director Dr. Gary Ritter and Research Assistant Ms. Kaitlin Anderson said Act 1329 of 2013 required the ADE to evaluate the impact of school discipline on student achievement and report findings to the State Board of Education and school districts. Dr. Ritter and Ms. Anderson said students are cited more often in disadvantaged districts. Ms. Anderson said for these infractions, the state data indicated schools with high minority enrollments employed more strict discipline and certain types of students received more days of punishment.

Ms. Saviers moved, seconded by Ms. Reith, to approve the Annual Student Discipline Report. The motion carried unanimously.

### **A-3 Consideration of the Little Rock School District Monthly Report**

Little Rock School District Superintendent Mr. Baker Kurrus said the district was ready to begin school on Monday. He said enrollment was projected to increase. He said the district had identified school improvement specialists for the academic distress schools. He said he needed the Civic Advisory Committee to respond to the questions that he posed previously. He said the district was working with the Little Rock Education Association to negotiate a contract.

Mr. Greg Adams, co-chair of the LRSD Civic Advisory Committee, said the committee had set a retreat date for September 19, 2015. He said the committee would address the questions presented previously by Mr. Kurrus. He said student and teacher representatives would be reassigned if they were no longer in an identified academic distress school.

Commissioner Key said he was recently invited to speak at the LRSD Principals' Institute and was pleased by the positive responses from the LRSD administrators. He said many organizations are now seeking to partner with LRSD because of the exciting outlook and positive energy in the district. He and the Board expressed their appreciation for Mr. Kurrus' leadership.

Dr. Barth moved, seconded by Ms. Reith, to approve the Little Rock School District Monthly Report. The motion carried unanimously.

#### **A-4 Consideration of Agreement between PCSSD and JNPSD concerning the Detachment of JNPSD from PCSSD**

Commissioner Key said the two parties have been working for several months on this agreement. He said the agreement permits the two districts to move forward with clarity and efficiency. He expressed his appreciation to Mr. Tony Wood, Dr. Jerry Guess and their teams for this work.

Pulaski County Special School District Superintendent Dr. Jerry Guess said pursuant to the State Board of Education's November 14, 2014, Order of Creation, the Jacksonville/North Pulaski School District and the Pulaski County Special School District have entered an agreement concerning the detachment of JNPSD from PCSSD. Jacksonville North Pulaski School District Superintendent Mr. Tony Wood acknowledged approval.

Ms. Zook moved, seconded by Mr. Williamson, to approve the agreement between PCSSD and JNPSD concerning the detachment of JNPSD from PCSSD. The motion carried unanimously.

#### **A-5 Consideration for Detachment from Harrisburg School District - Weiner Academy of Agriculture and Technology**

A-5 was pulled from the agenda.

#### **A-6 Dermott School District–Year Two Probationary Status Dermott High School was found to be in Accredited-Probationary status for two consecutive years: (2013-14 and 2014-15 school years)**

Public School Accountability Coordinator Mr. Elbert Harvey said during the 2013 - 2014 school year, Dermott High School was in violation of Standards Rules 15.03.2 (Teacher teaching out of area with no ALP or Waiver – Career Orientation). The district did not appeal this finding and was assigned a status of Accredited-Probationary at the June 2014 State Board meeting. During the 2014 - 2015 school year, Dermott High School did not teach the Required 38 Units and did not appeal this finding. The Dermott High School was in violation of Standards Rules 9.03.3 (Math) and 9.03.4.7 (Social Studies) and was assigned a status of Accredited-Probationary at the June 2015 State Board meeting. In accordance with A.C.A. § 6-15-207 and Standards for Accreditation rule 25.02, a district/school that has been placed in Accredited-Probationary status for two consecutive years shall be required to appear before the State Board of Education. Mr. Harvey said the district had a plan to correct the issues. He recommended two items for consideration:

1. ADE provides a quarterly comprehensive report to the State Board.
2. Dermott School District provides a quarterly report to the State Board as an action item.

Dermott School District Superintendent Ms. Krista Ridgell said the district was in compliance with Arkansas standards.

Commissioner Key said he has confidence that Ms. Ridgell and the Dermott School District can continue these improvements. He said Ms. Karen Eoff, Director of the Southeast Education Service Cooperative, also committed to support the district.

Dr. Barth moved, seconded by Ms. Saviers, to approve the recommendations for Dermott School District. The motion carried unanimously.

### **A-7 Consideration of Appeal from Denial of School Choice Application – Coppedge**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015, the Coppedge family appealed the decision of the Amorel School District to deny a school choice application for the 2015- 2016 school year. She said the family resided in the Blytheville School District.

Armorel School District Superintendent Ms. Sally Bennett said she denied the application because the Blytheville School District submitted an exemption for school choice. She said the Blytheville School District would welcome the Coppedge family.

Attorney Mr. Jess Askew, representing the Coppedge family, said the recent attorney general's opinion did not address the role of the State Board. He presented a transcript as evidence for consideration.

Ms. Zook moved to grant the appeal. The motion died for a lack of a second.

Mr. Williamson moved, seconded by Dr. Barth, to deny the appeal of School Choice Application for Coppedge. Ms. Reith, Ms. Saviers, Ms. Zook, and Ms. Dean voted no. The final vote was 5-4. The motion carried.

#### **A-8 Consideration of Appeal from Denial of School Choice Application – Criss**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015, the Criss family appealed the decision of the Palestine-Wheatley School District to deny a school choice application for the 2015-2016 school year. She said the family resided in the Forrest City School District.

The parent was not in attendance. Ms. Dean moved, seconded by Ms. Zook, to table the item. The motion carried unanimously.

At a later time in the day, Dr. Barth moved, seconded by Ms. Saviers, to pull the item from the table. The motion carried unanimously.

Attorney Mr. Sam Jones asked the Board to consider the item.

Mr. Williamson moved, seconded by Ms. Dean, to deny the appeal of School Choice Application for the Criss family. Ms. Zook voted no. The final vote was 7-1. The motion carried.

#### **A-9 Consideration of Appeal from Denial of School Choice Application – Goodall**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015, the Goodall family appealed the decision of the Palestine-Wheatley School District to deny a school choice application for the 2015-2016 school year. She said the family resided in the Forrest City School District.

Palestine-Wheatley School District Superintendent Mr. John Estes said he denied the application because the Forrest City School District submitted an

exemption for school choice. He said the Goodall family has other children in the Palestine-Wheatley School District. He said at this time, the district had met the 95% guideline. He said if seats became available he would welcome the Goodall student(s).

Attorney Mr. George Rozzell, representing the Goodall family, said the children should be able to attend Palestine-Wheatley School District because siblings attend. He said the deadline for denial was not met. He also contended that the desegregation order did not apply in this situation.

Attorney Mr. Sam Jones, representing the Forrest City School District, said the district has an active decree of desegregation.

Forrest City School District Superintendent Dr. Tiffany Hardrick said she had been advised that a legal transfer was not an option.

Attorney Mr. Brad Beavers, representing the Forrest City School District, said he would recommend the school board consider a legal transfer.

Mr. Rozzell interviewed the parent, Ms. Erica Goodall. Ms. Goodall said she is a resident of Forrest City. She explained that the process of getting her children to and from two different districts was a challenge.

Ms. Zook moved to approve the appeal for the School Choice Application for the Goodall family. The motion died for lack of a second.

Dr. Barth moved, seconded by Ms. Reith, to deny the appeal for the School Choice Application for the Goodall family for public school choice and opportunity school choice. Ms. Zook voted no. The final vote was 7-1. The motion carried.

#### **A-10 Consideration of Appeal from Denial of School Choice Application – Wilkison**

Staff Attorney Ms. Jennifer Davis said A-10 was pulled from the agenda.

#### **A-11 Consideration of Appeal from Denial of Opportunity School Choice Application – Mimms**

Staff Attorney Ms. Jennifer Davis said A-11 was pulled from the agenda.

#### **A-12 Consideration of Appeal from Denial of Opportunity School Choice Application – Noble**

Staff Attorney Ms. Jennifer Davis said A-12 was pulled from the agenda.

**A-13 Consideration of Appeal from Denial of Opportunity School Choice Application – Wilson**

Staff Attorney Ms. Jennifer Davis said A-13 was pulled from the agenda.

**A-14 Consideration of Waiver Request for Teaching License – Lynn D. Lang**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo requested the item be postponed.

Ms. Reith moved, seconded by Ms. Saviers, to postpone the Waiver Request for Teaching License for Lynn D. Lang. The motion carried unanimously.

**A-15 Consideration of Recommended Training for Professional Licensure Standards Board Case # T13-015B – Simone S. Vaughn**

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Simone S. Vaughn was in violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Following a review hearing on June 11, 2015, the State Board amended the Ethics Subcommittee's recommended sanction to placement of Ms. Vaughn's license on probation for two (2) years, payment of a \$75.00 fine, and for each year of probation, completion of no less than six hours of professional development in the area of portfolio and assessment training with a report to the Department. The State Board directed counsel to identify portfolio and assessment training options available to Ms. Vaughn.

Ms. Zook moved, seconded by Ms. Dean, to approve the recommended training for Professional Licensure Standards Board Case # T13-015B – Simone S. Vaughn. The motion carried unanimously.

**A-16 Charter Application Timelines**

Division of Learning Services Coordinator Ms. Mary Perry said on July 15, 2015, the Charter Authorizing Panel approved timelines for annual open enrollment, district conversion, and the renewal application cycles. Section 4.02.1 and 4.02.2 of the Arkansas Department of Education Rules Governing Public Charter Schools require the State Board of Education to approve public charter school and renewal application schedules.

Ms. Saviers moved, seconded by Ms. Zook, to approve the Charter Application Timelines. The motion carried unanimously.

**A-17 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy**

Division of Learning Services Coordinator Ms. Mary Perry said Ozark Montessori Academy was authorized on October 16, 2014. The charter is approved to serve students in grades K-6 with a maximum enrollment of 120 for its first year of operation in 2015-2016, growing to K-8 with a maximum enrollment of 280 in 2019-2020. On July 15, 2015, representatives of the Ozark Montessori Academy appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The Panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Saviers moved, seconded by Ms. Zook, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy. The motion carried unanimously.

**A-18 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Lincoln High School New Tech**

Division of Learning Services Coordinator Ms. Mary Perry said Lincoln High School New Tech was authorized on January 9, 2011. The charter is approved to serve students in grades 8-12 with a maximum enrollment of 850. On July 15, 2015, representatives of the Lincoln School District appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The Panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Zook moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Lincoln High School New Tech. The motion carried unanimously.

**A-19 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Pea Ridge Manufacturing and Business Academy**

Division of Learning Services Coordinator Ms. Mary Perry said Pea Ridge Manufacturing and Business Academy was authorized on January 16, 2014. The charter is approved to serve students in grades 11-12 with a maximum enrollment of 250. On July 15, 2015, representatives of the Pea Ridge School

District appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The Panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Saviers moved, seconded by Dr. Barth, to not review the Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Pea Ridge Manufacturing and Business Academy. The motion carried unanimously.

#### **A-20 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Warren Middle School a Conversion Charter**

Division of Learning Services Coordinator Ms. Mary Perry said Warren Middle School was authorized on January 16, 2014. The charter is approved to serve students in grades 6-8 with a maximum enrollment of 450. On July 15, 2015, representatives of the Warren School District appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The Panel unanimously approved the amendment, with a provision. No request for the State Board of Education to review the decision made by the Panel was submitted.

Warren School District Assistant Superintendent Ms. Carla Wardlaw said students are scheduled in pre-AP classes.

Mr. Williamson moved, seconded by Ms. Dean, to not review the Charter Authorizing Panel Action on District Conversion Public Charter School Amendment: Warren Middle School a Conversion Charter. The motion carried unanimously.

#### **A-21 District Request for Waivers Granted to Open-Enrollment Charter: Armorel School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

Armorel School District Superintendent Dr. Sally Bennett gave a brief history of the district and explained the reasons for requesting the waivers. She requested four waivers:

1. Alternative Learning Environments (ALE)
2. Closing the Achievement Gap Task Force
3. Duty-free lunch
4. Planning time

Assistant Commissioner of Public School Accountability Ms. Annette Barnes said the ALE was included in categorical funding.

Arkansas Public School Resource Center Attorney Mr. Tripp Walter said the Armored School District was requesting the package of waivers, as they applied to alternative learning environments.

#### State Board Actions

1. Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver for ALE for the Armored School District. Ms. Reith, Dr. Barth, Ms. Saviers, Ms. Chambers, and Ms. Dean voted no. The final vote was 3-5. The motion failed.
2. Dr. Barth moved, seconded by Ms. Reith, to deny the waiver for closing the achievement gap task force for the Armored School District. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion passed.
3. Ms. Reith moved, seconded by Ms. Dean, to deny the waiver for duty-free lunch for the Armored School District. Mr. Williamson voted no. The final vote was 7-1. The motion passed.
4. Ms. Dean moved, seconded by Ms. Saviers, to deny the waiver for planning time for the Armored School District. Ms. Zook and Mr. Williamson voted no. The motion passed.

No open-enrollment charter waivers were granted to the Armored School District.

#### **A-22 District Request for Waivers Granted to Open-Enrollment Charter: Batesville School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

Batesville School District Deputy Superintendent Mr. Harvey Howard explained the reasons for requesting three waivers:

1. planned instruction day
2. class size – Grades 7-12
3. licensure
4. pulled from consideration

Batesville School District Secondary Curriculum Coordinator Ms. Lisa Huff said the school was on an A-B block schedule.

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said non-licensed employees are not subject to educator ethics.

Commissioner Key said commitments made in the hearing would be part of the official record.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the Board reviews waivers for long-term substitutes and educators working on alternative licensure plans. She said there are opportunities for career professionals to become licensed.

Arkansas Public School Resource Center Attorney Mr. Tripp Walter said the waivers are intended to permit the students to become college and career ready.

Ms. Perry said it is a federal law that core teachers working in public schools be licensed.

Ms. Reinhart asked the Board to be very specific in approval of a waiver.

#### State Board Actions

1. Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver for planned instructional day for the Batesville School District. Ms. Reith and Dr. Barth voted no. The final vote was 6-2. The motion passed.
2. Dr. Barth moved, seconded by Ms. Saviers, to deny the waiver for class size for the Batesville School District. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion passed.
3. Ms. Reith moved, seconded by Dr. Barth, to deny the waiver for licensure for the Batesville School District. Ms. Saviers, Ms. Zook, Ms. Dean, and Mr. Williamson voted no. The final vote was 5-4. The motion passed.
4. The waiver was pulled from consideration.

One open-enrollment charter waiver was granted to the Batesville School District.

#### **A-23 District Request for Waivers Granted to Open-Enrollment Charters: Bentonville School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

Bentonville School District Superintendent Dr. Mike Poore said the district would be receptive to a conditional approval of waivers. He said the district was approved as a School of Innovation.

Bentonville School District Staff Development Director Ms. Judy Marquess explained the reasons for requesting five waivers:

1. licensure

2. uniform grading scale
3. concurrent college credit
4. leased academic facilities
5. clock hours for units of credit

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Arkansas History was a requirement for Arkansas licensure.

Staff Attorney Ms. Jennifer Davis said the law did not provide for timelines. She said the district could ask for a timeline.

Dr. Poore requested a five-year approval of the five waivers.

#### State Board Actions

1. Dr. Barth moved, seconded by Mr. Williamson, to approve the waiver for licensure of non-core educators in the *Ignite* program for the Bentonville School District for five years. The final vote was 8-0. The motion carried unanimously.
2. Ms. Saviers moved, seconded by Ms. Chambers, to approve the waiver for uniform grading scale for the Bentonville School District for five years. The final vote was 8-0. The motion carried unanimously.
3. Ms. Saviers moved, seconded by Mr. Williamson, to approve the waiver for concurrent college credit for the Bentonville School District for five years. Dr. Barth, Ms. Reith, and Ms. Zook voted no. The final vote was 5-3. The motion passed.
4. Ms. Reith moved, seconded by Ms. Dean, to approve the waiver for leased academic facilities for the Bentonville School District for five years. The final vote was 8-0. The motion carried unanimously.
5. Ms. Dean moved, seconded by Ms. Chambers, to approve the waiver for clock hours for units of credit for the Bentonville School District for five years. The final vote was 8-0. The motion carried unanimously.

Five open-enrollment charter waivers were granted to the Bentonville School District for a period of five years.

#### **A-24 District Request for Waivers Granted to Open-Enrollment Charter: Forrest City School District**

The district requested A-24 be pulled from the agenda.

#### **A-25 District Request for Waivers Granted to Open-Enrollment Charter: Osceola School District**

Division of Learning Services Coordinator Ms. Mary Perry said A-25 was pulled from the agenda.

## **A-26 District Request for Waivers Granted to Open-Enrollment Charter: Rogers School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

Rogers School District Assistant Superintendent Mr. Robert Moore explained the reason for requesting one waiver:

1. clock hours for units of credit

Mr. Moore requested the waiver for a period of five years.

State Board Action

1. Ms. Saviers moved, seconded by Ms. Chambers, to approve the waiver for clock hours for units of credit for the Rogers School District for five years. The final vote was 8-0. The motion carried unanimously.

One open-enrollment charter waiver was granted to the Rogers School District for a period of five years.

## **A-27 Consideration of Embedded Courses**

Assistant Commissioner for Learning Services Dr. Debbie Jones said Act 421 of 2013 allows curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. She said several school districts made application to the Curriculum and Instruction Unit for approval of the combined or embedded course and assured, in writing, that the curriculum frameworks for both courses will be fully taught in the combined or embedded course. She said that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the State Board and approval must be granted before a school would be allowed to offer the embedded courses.

Dr. Barth moved, seconded by Ms. Zook, to approve the embedded courses. The motion carried unanimously.

## **A-28 SREB Focus Groups**

A-28 was moved to the Friday agenda.

## **A-29 Consideration for Public Comment – Proposed Arkansas Department**

## **of Education Rules Governing Background Checks and License Revocation**

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said the Department has proposed revised Rules Governing Background Checks and License Revocation that contain changes to the rules based on recent legislation and for other updates.

Dr. Williamson moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing Background Checks and License Revocation for public comment. The motion carried unanimously.

## **A-30 Consideration for Public Comment – Proposed Arkansas Department of Education Rules Governing the Teacher Excellence and Support System**

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said the Department has proposed revised Rules Governing the Teacher Excellence and Support System that contain changes to the rules based on recent legislation and for other updates.

Dr. Barth moved, seconded by Ms. Reith, to approve the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System for public comment. The motion carried unanimously.

## **A-31 Consideration for Public Comment – Proposed Arkansas Department of Education Rules Governing the Leader Excellence and Development System**

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said the Department has proposed revised Rules Governing the Leader Excellence and Development System that contain changes to the rules based on recent legislation and for other updates.

Ms. Zook moved, seconded by Ms. Reith, to approve the Arkansas Department of Education Rules Governing the Leader Excellence and Development System for public comment. The motion carried unanimously.

## **A-32 Consideration for Approval of Emergency Rules - Proposed Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds**

Staff Attorney Mr. Cory Biggs said the Department submits these emergency

rules that are substantially the same as the rules adopted by the Board in 2012. New provisions have been added to incorporate the Community Eligibility Provision of the U.S.D.A.'s National School Lunch Program—a special assistance certification and reimbursement alternative implemented under 42 U.S.C. § 1759(a). The Department has submitted these Emergency Rules to the Governor for approval under Executive Order EO 15-02.

Ms. Saviers moved, seconded by Dr. Barth, to approve the Emergency Rules - Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. The motion carried unanimously.

### **A-33 Consideration for Public Comment - Proposed Arkansas Department of Education Rules Governing College and Career Readiness Planning Programs**

Staff Attorney Mr. Cory Biggs said Act 989 and 1216 of 2015 revised Arkansas laws pertaining to College and Career Readiness Planning Programs.

Mr. Black moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing College and Career Readiness Planning Programs for public comment. The motion carried unanimously.

### **A-34 Consideration for Public Comment: Arkansas Department of Education Rules Governing Professional Development**

Staff Attorney Ms. Jennifer Davis said Act 44 of 2015 revised Arkansas laws pertaining to the professional development requirements for licensure.

Ms. Dean moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing Professional Development for public comment. The motion carried unanimously.

## **Public Comment**

Mr. Davis Hendrix read a letter from Ms. Marilyn Larson, former chair of the Governor's Advisory Council for Gifted and Talented Education. The letter recommended the ADE Gifted and Talented Unit monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the Board and/or Charter Authorizing Panel and to continue to monitor the services in districts with charter waivers (Act 1240 of 2015).

### **Adjournment**

All members moved to adjourn. The motion carried unanimously.

The meeting adjourned at 7:59 p.m.

*Minutes recorded by Deborah Coffman*

**Minutes  
State Board of Education Meeting  
Friday, August 14, 2015**

The State Board of Education met Friday, August 14, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 9:02 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Diane Zook; Joe Black; Dr. Jay Barth; Vicki Saviers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Present via phone: Susan Chambers

Absent: none

**Reports**

**Report-1 Chair's Report**

Chair Newton said former Board Chair Ms. Brenda Gullett had been selected as the National Association of State Boards of Education (NASBE) 2015 Distinguished Service Award winner.

Ms. Saviers said the article from Arkansas Teacher Corp celebrated three fellows that have been recognized as Teacher of the Year in their districts. The article was posted at <http://news.uark.edu/articles/26739/arkansas-teacher-corps-fellow-receives-teacher-of-the-year-honors>.

Ms. Saviers expressed best wishes to administrators, teachers and students as they begin the new school year.

**Report-2 Commissioner's Report**

Commissioner Key said Representative Charlotte Douglas sponsored the House Concurrent Resolution 1008, which designated the month of September as *Take Your Legislator to School* Month. He encouraged educators to begin conversations with their local legislators.

**Report-3 ForwARd Report**

Executive Vice President of the Rockefeller Foundation Mr. Cory Anderson said

ForwARd Arkansas (ForwARd) is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that aims to prepare all Arkansas students for success in college and the workplace. He said to accomplish its vision, ForwARd is creating a holistic plan for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts. The ForwARd steering committee conducted significant research, input gathering and stakeholder engagement to develop its plan and lay the groundwork for implementation of its recommendations. He said the plan addressed goals to equip Arkansas students with the skills they need to succeed and goals to make 21<sup>st</sup> century preparedness available to all students. The focus areas include Pre-K, support outside the classroom, high quality classroom instruction, effective leadership, teacher pipeline, turnaround of schools in academic distress, and systems and policies. He said ForwARd is on track to publicly release its plan in Fall 2015.

The Board expressed appreciation for the ForwARd work and looked forward to the release of the plan.

#### **Report-4 Q and A with selected schools in Academic Distress or Priority status**

The State Board requested that select schools be present to answer questions regarding the improvement progress for selected schools in Academic Distress or Priority status. All school leaders were asked to describe how the school would work to remove itself from academic distress.

Lee County School District Principals Ms. Mary Hayden (Elementary) and Ms. Philistia Stanley (High School) said they studied the data and made adjustments to include professional growth plans for teachers and better scheduling of classes for students. Ms. Stanley said they still have vacancies for teaching positions. Lee County School District Superintendent Ms. Willie Murdock said she was actively seeking educators to fill these positions. She said several degreed people were interested in positions, but they were unable to pass the Praxis exam. Ms. Murdock said the district continued to seek recruitment and retention incentives. Ms. Murdock said the district used The Learning Institute (TLI) interim assessments. She said the Lee County School District is on track to fill the school board positions in September, but no one filed for one of the positions. Ms. Murdock said the Lee County community needed to support the district.

Dermott School District High School Principal Mr. Mike Duncan said the school was focused on improving 7<sup>th</sup> and 8<sup>th</sup> grades.

Earle School District High School Principal Ms. Juanita Bohanon said the high school focused on the data, provided targeted professional development,

implemented a data analysis protocol, created more time in the master schedule for professional learning communities, and collaborated with the elementary school regarding core instructional issues. She said the vertical alignment work began in the summer. She said the culture was changing to a more positive environment. Dr. Charity Smith, representing Fetterman and Associates, said low morale in a school/community may be a result of distressed labeling of a school. Earle School District Superintendent Mr. Ricky Nicks said the district has made several changes that are indicating improvement in the culture. He said the highest need was recruiting and retaining highly qualified educators. Ms. Bohanon said teachers are using the StudentGPS but she would welcome additional support. She said the embedded professional development has been very helpful to teachers. She said Education Consulting Services (ECS) has been the external provider for 10 years.

Osceola School District High School Principal Ms. Tiffany Morgan said recruitment and retention was an issue for Osceola. She said the school board was supportive of the School Improvement Grant (SIG) to provide incentives for retention of highly qualified teachers. She said the school had a strategic plan for response to intervention (RtI) for literacy and math. She said the school has a curriculum and assessment system in place. She said the school was working toward a 1-1 technology plan. She said the school was fully staffed for the 2015-2016 school year. She said the district was collaborating with the business community to address staff attendance issues. Osceola School District Superintendent Mr. Mike Cox explained the recruitment and retention policy.

Little Rock School District McClellan High School Principal Mr. Henry Anderson said math and literacy facilitators are in place for this school year and are providing professional development for teachers. He said the teachers are working together and time was scheduled weekly for collaboration. He said the biggest challenge was keeping the momentum going throughout the year. He said the local community was reaching out to assist with support.

Little Rock School District Henderson Middle School Principal Mr. Frank Williams said the school was focused on sustaining the culture of success in the school, using data to inform the standards based instruction, increasing collaboration among math and literacy teachers, development of the school leadership team to focus on student success and address needs of struggling learners, and enhancing the after-school program. He said he was also addressing faculty attendance issues. Mr. Williams said he was supporting a mentoring program for students. He said volunteers have been very supportive and active. He said parents were participating in school programs.

Little Rock School District Hall High School Principal Mr. Larry Schliecher said 35 teachers completed ESL training and were ESL endorsed. He said they were utilizing the Sheltered Instruction Observation Protocol (SIOP) model. Mr. Schliecher said the assistant principals would be in classrooms observing

teachers and providing feedback. He said the school was utilizing professional learning communities to analyze data and provide intervention. He said having an effective leadership team was a focus for this school year. He said faculty attendance has been an issue. He said the school used the READ 180 as an intervention program and would also be using the MATH 180 program this year. He said the Hall High Neighborhood Association has been very supportive of the school. Mr. Schliecher said the Master Principal Program has helped him be more inclusive of teachers in the planning process for the school. Little Rock School District Deputy Superintendent Mr. Marvin Burton said the Newcomer Center was in need of support for expansion. He said the staff had visited other newcomer centers in Northwest Arkansas for recommendations for improvement. Little Rock School District Hall High School ESL Coordinator Dr. Leslie Purdy-Hoyt said Hispanic students want to come to the newcomer center for the additional support. Mr. Schliecher said reading was the most critical issue for the students.

Little Rock School District J.A. Fair High School Principal Ms. LaGail Biggs said the focus was data-driven instruction. She said the instruction and intervention needed to be more targeted to the needs of the students. She said professional development and scheduling has been provided to support this implementation. She said the school was addressing the graduation rate through before-school and after-school credit recovery and early intervention in the ninth grade. She said City Year has been very supportive.

Little Rock School District Superintendent Mr. Baker Kurrus said the district was focused on the academic distressed schools but was also working equally hard to assist and guide all of the schools. He said grade level reading was essential. He said failure anywhere is failure everywhere.

Little Rock School District Cloverdale Middle School Principal Ms. Wanda Ruffins said the school was focused on professional development and instruction. She said the average reading level of students was below grade level and, therefore, the school will use READ 180 and MATH 180 for intervention. She said all teachers received training in SIOP. She said the school was working on a positive culture of teacher-student relationship to reduce discipline issues.

Little Rock School District Baseline Academy Principal Mr. Jonathan Crossley said the school has been engaged in professional development specific to the needs of the school. He said eleven staff members were bilingual. He said the school would be collaborating with parents and the youth specialist to ensure positive discipline.

Pulaski County Special School District (PCSSD) Jacksonville High School Assistant Principal Ms. Katrina Mills said the school would be using READ 180 for reading intervention. She said the school has double blocked algebra class. She said tutoring was provided after school. PCSSD Superintendent Dr. Jerry

Guess introduced the new principal, Mr. Jack Smith.

Pulaski County Special School District Wilbur Mills High School Principal Mr. Duane Clayton said some students would be enrolled in a double blocked algebra class. He said the school was fully staffed this year. He said the assessment system would inform the instruction. He said junior and senior students would be mentoring freshmen and sophomores. He said the teachers were using BloomBoard and the feedback loop was working.

Helena-West Helena School District Superintendent Dr. John Hoy said the systemic issues were being addressed at the district level. He said as a member of the Phillips County Leadership he has been able to make many contacts. He said the support from Mr. Andrew Tolbert, State Superintendent of the Office of Intensive Support, and his team has been very helpful with the changes needed in the district. He said an AdvancEd comprehensive evaluation was essential in guiding the systemic changes needed in the district. He said a district leadership team and a school improvement team were employed to address the progress of the district. He said the academic walks were helping the administrators to see the progress and provide feedback to teachers. He said the graduation rate was reflective of the reading issues.

Helena-West Helena School District Central High School Principal Mr. Ernest Simpson III said the leadership team was aggressively addressing the issues. He said the school was establishing a credit recovery program. He said the curriculum has been aligned through a partnership with Fetterman and Associates. He said a new parent facilitator has been assigned to assist with improving parent communication and involvement. He said parents have been attending Sunday meetings and are becoming involved. Helena-West Helena School District Curriculum Director Ms. Linda English said the district participated in career coaching.

Commissioner Key said the Helena-West Helena Community Advisory Board positions are being reorganized to match the new zones in the district. He said additional training will be provided to these board members.

Pine Bluff School District High School Principal Dr. Michael Nellums said the school was fully staffed for the first time in four years. He said the ninth grade was moved to the high school. He said the school would assess each student in math and literacy at the beginning of the year and monitor progress throughout the year. He said the school was collaborating with business partners to bring authentic learning to the students. He said the school would have a juvenile probation officer on site this year to assist with the large percentage of students involved in the court system. He said the school was double blocking time for students struggling in math and literacy and using the co-teaching model to support special education students.

Pine Bluff School District Executive Director of Teaching and Learning Dr. Monica McMurray said the supplemental programs have been aligned. She said the district would use Compass Learning and TLI assessments. She said master schedules would reflect common planning time for teachers. She said the infrastructure has been put in place to support teaching and learning. She said the district was working on a communication plan to improve community support. Pine Bluff School District School Improvement Officer Ms. Alesia Smith said she had been meeting with parents to communicate the expectations from the district.

Pine Bluff School District Jack Robey Middle School Principal Mr. Donald Booth said the superintendent has been very responsive to the needs of the school.

Pine Bluff School District Belair Middle School Principal Ms. Suzette Bloodman said the communication with the district has improved. She said her school was fully staffed. She said the students have been strategically placed to receive the best instruction and intervention. She said the school provided after school and Saturday school to support students. She said the parents were coming to the school and the teachers were very excited to start the new school year.

Forrest City School District Superintendent Dr. Tiffany Hardrick said the district framework and conditions for success have been put into place. She said schools have been reconfigured. The district held several parent meetings to get feedback from the community. She said the ALE has been redesigned.

Forrest City School District Lincoln Academy Principal Ms. Jana Richie said the schedule had been redesigned to provide common planning and collaboration time for teachers. She said an intervention time was scheduled daily. She said instructional coaching with feedback would be provided for all teachers. She said teachers are beginning the Rtl training.

Forrest City School District Jr. High School Principal Mr. Carlos Fuller said professional development on instructional strategies had been provided to educators. He said the subject area teachers would be meeting monthly to review the effectiveness of the strategies in meeting the needs of the students.

Forrest City School District High School Principal Mr. Osceola Hicks said his framework included a ninth grade academy, an Rtl program, and a very focused staff. He said the school would have a reading interventionist.

Dollarway School District High School Principal Mr. Jeff Spaletta said they are working on the 45-day plan. He said the school was fully staffed. He said the parent involvement committee hosted a parent summit and the staff was conducting parent meetings. He said the staff had been collaborating throughout the summer. He said the leadership team was in place and had been meeting. He said communication, collaboration and parent involvement have been the focus of the work to date.

Dollarway School District Superintendent Ms. Patsy Hughey said the school board had received training. She said Ms. Annie Bryant was leading the parent committee. She said the district was reducing spending on external providers. She said the district was interviewing for the school improvement specialist position.

Dollarway School District Assistant Superintendent Dr. Melvin Bryant said the district would be using READ 180 and MATH 180 as interventions.

School Improvement Director Dr. Richard Wilde said the Dollarway School District had been working throughout the summer. He said the team had been working on the 45-day plan. He said the school board had received training. He said the school board needed to understand their role is to govern by policy. He said Ms. Hughey would be scheduling additional training.

### **Report-5 Computer Science Report**

Computer Science Coordinator Mr. Anthony Owen provided a monthly report on the progress of Governor Asa Hutchinson's Computer Science Initiative. He also shared a timeline of events for upcoming work.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer addressed issues with licensure for computer science. She said a committee was studying the Praxis exam and would be making recommendations.

### **Report-6 Learning Services Report**

Assistant Commissioner of Learning Services Dr. Debbie Jones said the state received a \$5 million dollar school improvement grant. She said the grant would support a specialist to work with the priority schools in the Little Rock School District. She said the grant would focus on Response to Intervention (RtI).

Dr. Jones said the consolidated school health unit was working to get resources to students.

Guidance and School Counseling Director Ms. Suzanne Knowles said all schools reported in their 2015 Student Services Report that they have an anti-bullying program in place. She said the 2013 Arkansas Youth Risk Behavior Survey indicated 25% of Arkansas students reported being bullied on school property and 17.6% of students reported being electronically bullied during the last 12 months. She said professional development and resources are available to educators and school counselors.

### **Report-7 Update on Content Standards and Assessment**

Assessment Director Ms. Hope Allen said the Assessment office was currently researching K-2 assessment options for 2016-2017. She said the current plan was to issue a Request for Proposal in the fall of 2015, train K2 teachers in the summer of 2016 and implement the new assessment in the 2016-2017 school year. She said the unit was using the work of the task force, led by Dr. Denise Airola as a guide for choosing the new assessment.

Ms. Allen said ACT and ACT Inspire communications and training are being provided to schools. She said accommodations would be available for students. She said the response for educators has been very positive. She said all schools are required to administer the ACT for eleventh graders, unless the parent opts out.

### **Report-8 Special Education Unit Report on the Arkansas IDEA Part B Determination**

Special Education Director Ms. Lisa Haley said the Arkansas IDEA Part B Determination under Section 616(d) of the Individuals with Disabilities Education Act (IDEA) is a results-driven accountability system. The U.S. Department of Education has determined that Arkansas is "Needs Assistance" in implementing the requirements of Part B of the IDEA.

### **Report-9 Report from Special Committee on Academic Distress - Dollarway School District**

Ms. Saviers said the Special Committee on Academic Distress met Friday, July 10, 2015 to hear a progress report on the Dollarway High School in the Dollarway School District. The Dollarway High School is identified in Academic Distress. She said that Ms. Hughey reported that trend data indicated that many students were not meeting proficiency. She said the school had three external providers and that gave the committee pause. She said Dr. Wilde submitted three recommendations. She said the progress would be monitored quarterly by the special committee.

The Board requested to hear the quarterly reports on the State Board action agenda.

### **Report-10 Arkansas TESS and LEADS Focus Group Report**

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer

said the Arkansas's educator evaluation system was originally designed by a 36-member teacher evaluation task force formed in the spring of 2009 for the purpose of researching, evaluating and recommending a framework for summative evaluation. The task force designed the Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) to include valid measures of professional practice as well as impact on student growth and performance. In 2011, the Arkansas General Assembly introduced and passed legislation defining TESS: a system to support effective teaching and leading in Arkansas schools. TESS and LEADS were piloted in the 2013-14 school year, and implemented statewide in 2014-15 with an online data management platform, BloomBoard.

Ms. Pfeffer said to inform the continuous improvement of TESS and LEADS, the Arkansas Department of Education (ADE) invited the Southern Regional Education Board (SREB) to conduct focus groups with teachers and administrators across the state in the spring of 2015. The purpose of the focus groups was to learn about TESS and LEADS implementation and gather honest feedback about how the systems could be improved.

Mr. Andy Baxter, Vice President for Educator Effectiveness for the Southern Regional Education Board (SREB), said the work focused on feedback regarding the design and implementation of TESS and LEADS. He said SREB conducted focus groups in eight cities all around Arkansas between May 5 and 14, 2015. A total of 197 educators participated in 29 focus groups. Participants included 82 classroom teachers, 14 school-based specialists, 70 school leaders and 31 district-level leaders.

Mr. Baxter said the findings included:

1. TESS clarifies teaching standards.
2. Paperless system good. BloomBoard platform posed challenges in first year.
3. TESS takes a lot of time.
4. TESS requires structural and cultural changes in schools.
5. Concern about consistent implementation.
6. Participants had little knowledge about student growth components.
7. LEADS significantly lags TESS.

### **Adjournment**

All members moved to adjourn. The motion carried unanimously.

The meeting adjourned at 4:01 p.m.

*Minutes recorded by Deborah Coffman.*

**NEWLY EMPLOYED FOR THE PERIOD OF July 17, 2015 – August 14, 2015**

**Krista Harrell – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 08/03/15.**

**Jennifer McMahan –Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 08/11/15.**

**Cynthia Smith –Fiscal Support Manager, Grade C123, Division of Fiscal and Administrative Services, Fiscal Services and Support, effective 07/27/15.**

**Maegan Wade – Nutritionist Consultant, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 08/10/15.**

**PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF July 17, 2015 – August 14, 2015**

**\*MaKesha Edwards – from an ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, Arkansas Public School Computer Network (APSCN), to a Program Fiscal Manager Grade C122, Division of Fiscal and Administrative Services, Fiscal Distress Services and Support, effective 07/13/15.**

**SEPARATIONS FOR THE PERIOD OF July 17, 2015 – August 14, 2015**

**Edesteen Bell – Public School Program, Grade C122, Public School Accountability, School Improvement, effective 07/31/15. 2 Years, 11 months, 11 days. 01**

**\*Zrano Bowles – ADE Assistant to Director, Grade C129, Public School Accountability, Federal Programs, effective 07/31/15. 2 Years, 6 months, 24 days. 01**

**\*Renata Bryant – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement/Statewide System Support, effective 08/07/15. 1 Year, 4 months, 6 days. 01**

**Jonathan Knight – Public School Program Advisor, Grade C122, Public School Accountability, Federal Programs, effective 08/11/15. 1 Year, 5 months, 23 days. 01**

**\*Teresa Moka – Public School Program Advisor, Grade C122, Division of Learning Services, Assessment, effective 08/04/15. 3 Years, 7months, 1 day. 01**

**Hannah Nolan –Nutritionist Consultant, Grade C121, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 07/17/15. 0 Years, 0 months, 22 days. 01**

**Mitszey Sanders – School Bus Driver Trainer, Grade C116, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 07/20/15. 3 Years, 0 months, 11 days. 01**

**Karli Saracini– ADE Special Advisor, Grade N908, Educator Effectiveness and Licensure, Educator Effective, effective 07/31/15. 1 Year, 1 months, 7 days. 01**

**Mitzi Smith – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 08/11/15. 2 Years, 5 months, 16 days. 01**

**Deborah Zeringue – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 07/17/15. 7 Years, 0 months, 17days. 01**

**\*Minority**

**AASIS Codes:**

**01 – Voluntary**

Additional Licensure Waiver Requests  
2015 - 2016 School Year  
September State Board Meeting

Total number of waivers requested this month – 169

Total number of waivers granted – 138

Total number of waivers denied – 31

Total number of School Districts requesting waivers – 76

None of the above mentioned waivers represent schools currently classified by the State Board of Education as being in Academic Distress.

## Long Term Substitutes

[illegible]

Additional Licensure Waiver Requests  
2015 - 2016 School Year  
September State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code
	ARKANSAS CONSOLIDATED SCHOOL SYSTEM - DYS	6	COWLING, MILTON	204-Vocal Music 7-12, 200-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	200, 269, 268
			GRIFFIN, DINAH	002-Middle Childhood Lang Arts/SS 4-8, 082-Secondary Physical Education 7-12, 085-Elementary Physical Education 7-12	114, 166
			WASHINGTON, JAMES	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8, 403-Secondary Principal 5-12, 417-Driver Education Endorsement 7-12, 522-Guidance Elementary K-9, 523-Guidance Secondary 5-12, 8590-Supervisor Other K-12	311
3201	BATESVILLE SCHOOL DISTRICT	1	COX, KRISTI	111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 231-Special Ed Ech Inst Specialist PK-4	282
6302	BENTON SCHOOL DISTRICT	2	BARGER, DONICA	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8	288
			HINSON, CHRISTOPHER	200-Mathematics 7-12	276
0801	BERRYVILLE SCHOOL DISTRICT	6	JENNINGS, GARED	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258
			LATTING, BRITTANY	001-Early Childhood Education PK-4, 247-ESL K-12	258
			PETTY, JENNIFER	001-Early Childhood Education PK-4	258
			ROMERO, AMY	001-Early Childhood Education PK-4	231, 258

			WADE, CASEY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
3001	BISMARCK SCHOOL DISTRICT	4	ANDERSON, SUSANA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
			CORLEY, MARY	001-Early Childhood Education PK-4	258
			OXFORD, ROBYN	004-Spanish 7-12, 202-Art 7-12, 308-ESL 7-12, 003-Spanish PK-8, 201-Art PK-8, 307-ESL PK-8	289
			PALMER, SONJA	001-Early Childhood Education PK-4	258
7303	BRADFORD SCHOOL DISTRICT	1	STEVENS, PATTI	166-Eng Lang Arts 7-12, 298-Reading Specialist 7-12, 4031-English Reg 5-8, 4032-English Adv 5-8, 4050-Oral Communications 7-12, 297-Reading Specialist PK-8	276
1603	BROOKLAND SCHOOL DISTRICT	1	MCCORKLE, JOSHUA	166-Eng Lang Arts 7-12, 225-Business Tech 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8, 250-Business Technology 4-12	280
1605	BUFFALO IS. CENTRAL SCH. DIST.	1	MOORE, TONI	111-Middle School Mathematics 5-8, 200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 4546-Transitional Math 9-12	288
4303	CARLISLE SCHOOL DISTRICT	1	FORTNER, ANDREA	056-Middle School English 5-8, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	288
	CARROLL COUNTY LEARNING CENTER	1	BICKEL, JESSICA	001-Early Childhood Education PK-4	231
1702	CEDARVILLE SCHOOL DISTRICT	1	BURCHFIELD, SARAH	166-Eng Lang Arts 7-12	258
1305	CLEVELAND COUNTY SCHOOL DISTRICT	1	LEOPARD, BEVERLY	056-Middle School English 5-8, 166-Eng Lang Arts 7-12	114
	CONWAY HUMAN		BRANSCUM, KAMI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286

	DEVELOPMENT CENTER	3	PRICE, KAREN	184-Elementary 1-6, 307-ESL PK-8	230, 231
1101	CORNING SCHOOL DISTRICT	1	VARVIL, CHRISTY	200-Mathematics 7-12, 293-Coaching 7-12, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8, 271-Coaching K-12	288
2403	COUNTY LINE SCHOOL DISTRICT	1	GATTIS, JUSTIN	218-Agri Sci & Tech 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 411-Career Orientation Endorsement 7-12, 312-Build Administrator PK-8	311
1901	CROSS COUNTY SCHOOL DISTRICT	3	BURNETTE, AUBRIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258
			CLARK, BETTY	184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	230
			SEARCY, MINDY	159-Middle School Social Studies 5-8, 184-Elementary 1-6	276
0201	CROSSETT SCHOOL DISTRICT	1	BROOKS, JOHN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276
7504	DARDANELLE SCHOOL DISTRICT	1	FAIRBANKS, KAREN	268-Life Science 7-12	258
2104	DUMAS SCHOOL DISTRICT	1	WINN, LEZEME	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12	276
5608	EAST POINSETT CO. SCHOOL DIST.	3	CARPENTER, JAMIE	167-Social Studies 7-12	288
			FITHEN, JENNIFER	166-Eng Lang Arts 7-12, 308-ESL 7-12, 307-ESL PK-8	280
			SMITH, CAREY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286
	EXALT SOUTHWEST ACADEMY PUBLIC CHARTER SCHOOL	1	WHITFIELD, SHEILA	001-Early Childhood Education PK-4	258
	FIRST STEP, INC.	1	DICKSON, STACEY	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	230

4501	FLIPPIN SCHOOL DISTRICT	1	LYNCH, JOSHUA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	167
0403	GENTRY SCHOOL DISTRICT	1	LEDBETTER, JUSTIN	114-Speech 7-12	418
3002	GLEN ROSE SCHOOL DISTRICT	1	WILLIAMSON, MATTHEW	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257
0803	GREEN FOREST SCHOOL DISTRICT	7	ARNOLD, TONYA	001-Early Childhood Education PK-4	247, 255
			ATCHLEY, DESIREE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 204-Vocal Music 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 313-Build Administrator 7-12, 203-Vocal Music PK-8, 307-ESL PK-8, 312-Build Administrator PK-8, 241-Educational Examiner K-12	258
			BANKS, ZOE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230
			BURDICK, ERIKA	255-Middle School English 4-8, 257-Middle School Science 4-8	230
			GREENHAW, KEARSTIN	001-Early Childhood Education PK-4	258
			PLAGGE, VIRGIL	221-Marketing Tech 4-8, 222-Marketing Tech 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 418-Career Development 4-8	250
6603	HACKETT SCHOOL DISTRICT	2	MCKINLEY, COURTNEY	108-Journalism 7-12, 166-Eng Lang Arts 7-12	113, 114
6304	HARMONY GROVE SCH DIST(SALINE)	2	COLLINS, KIMBERLY	001-Early Childhood Education PK-4	230
			HENLEY, JILLIAN	001-Early Childhood Education PK-4	289

5602	HARRISBURG SCHOOL DISTRICT	2	CRISS, ANGELA	054-Journalism 7-12, 166-Eng Lang Arts 7-12	286
			STONECIPHER, EMALY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258
1202	HEBER SPRINGS SCHOOL DISTRICT	1	ADAMS, MEGAN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	312
6804	HIGHLAND SCHOOL DISTRICT	4	GOODSON, KELLY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	280, 312
			SCRIBNER, VALARIE	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12	302
			SOWERS, INA	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 410-Career Academy Endorsement 7-12	288
2903	HOPE SCHOOL DISTRICT	4	GHORMLEY, RAINNA	268-Life Science 7-12	269
			MCBRIDE, MATTHEW	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 200-Mathematics 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	410
			MEEKER, ANTHONY	236-PE/Wellness/Leisure 7-12, 250-Business Technology 4-12	410
			MULDREW, KELLY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167
3405	JACKSON CO. SCHOOL DISTRICT	3	BOWEN, LYNDESEY	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	253
			ETHRIDGE, RACHEL	001-Early Childhood Education PK-4	286
			ROWLETT, LISA	001-Early Childhood Education PK-4	253

7003	JUNCTION CITY SCHOOL DISTRICT	4	LOWE, WILLIAM	082-Secondary Physical Education 7-12, 166-Eng Lang Arts 7-12, 403-Secondary Principal 5-12	311
			MASON, MELANIE	167-Social Studies 7-12	302
			MILLER, ORICE	225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12	258
			ROGERS, MYRA	131-General Science 7-12, 170-Life/Earth Science 7-12	258
3704	LAFAYETTE COUNTY SCHOOL DISTRICT	1	CRANK, MIKEL	167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12	276
6605	LAVACA SCHOOL DISTRICT	3	GRADY, KAREN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289
			JOHNSON, MELISSA	001-Early Childhood Education PK-4	257
			OVERTON, CHARLES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167
3810	LAWRENCE COUNTY SCHOOL DISTRICT	2	SLOAN, PENNY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	299, 300
7205	LINCOLN SCHOOL DISTRICT	1	SEBASTIAN, MELODY	056-Middle School English 5-8, 184-Elementary 1-6	312
3003	MAGNET COVE SCHOOL DIST.	1	REVELS, QUINTON	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8, 271-Coaching K-12	167

6606	MANSFIELD SCHOOL DISTRICT	4	ARNOLD, KIMBERLY	111-Middle School Mathematics 5-8, 131-General Science 7-12, 139-Middle School Science 5-8, 183-Elementary K-6 K-6, 200-Mathematics 7-12, 001-Early Childhood Education PK-4	276
			DEDMON, TRACY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289
			SPENCER, FRANCES	001-Early Childhood Education PK-4	230
			VANPELT, MELINDA	183-Elementary K-6 K-6, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282
2305	MAYFLOWER SCHOOL DISTRICT	3	HENDERSON, SARAH	168-Middle Childhood Science/Math 4-8, 254-Middle School Math 4-8	286
			KOCH, KIMBERLY	166-Eng Lang Arts 7-12, 4040-Journalism 7-12, 507-Library Media Spec Secondary 5-12	276
			THOMAS-WALTER, KIM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	254
6102	MAYNARD SCHOOL DISTRICT	1	RAY, VALLIE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286
2105	MCGEHEE SCHOOL DISTRICT	1	JACOBS, TONI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288
	METHODIST FAMILY HEALTH	1	EASTER SR, CLIFTON	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 453-Reading Specialist K-12 K-12, 001-Early Childhood Education PK-4	230
			EASTERLING, SETH	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230

	MILLCREEK OF ARKANSAS	3	GLASS, TERESA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230
			TRABAND, RONDA	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8	230
6901	MOUNTAIN VIEW SCHOOL DISTRICT	4	BARNETT, CARLA	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258
			HALEY, KAREN	111-Middle School Mathematics 5-8, 184-Elementary 1-6, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12, 419-Grade 5/6 Business Tech Endors 5-6	200
			KNAPP, KAYLA	001-Early Childhood Education PK-4, 288-Guid & Counseling K-12	289
			SIMMONS, LAURA	114-Speech 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12	230
1703	MOUNTAINBURG SCHOOL DISTRICT	3	BOLAND, CORA	259-Art K-12	2010
			HOOTEN, TERRY	004-Spanish 7-12, 108-Journalism 7-12, 003-Spanish PK-8	167
			SHEPHERD, TRISHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	280
3105	NASHVILLE SCHOOL DISTRICT	1	PINEGAR, ANDREA	001-Early Childhood Education PK-4, 256-Middle School Social Studies 4-8	258
5008	NEVADA SCHOOL DISTRICT	3	WHATLEY, CASSIDY	001-Early Childhood Education PK-4	258
			WILLIAMS, MALLORI	202-Art 7-12, 201-Art PK-8	255, 256

0504	OMAHA SCHOOL DISTRICT	5	BRESSLER, LEIGHA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
			BRUFFETT, MARY	265-Vocal Music K-12	262
			CONE, JULIE	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	113
			FRANCE, JIMMIE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	166
			JEFFERSON, JAROD		200
4713	OSCEOLA SCHOOL DISTRICT	1	GEORGE, BRANDI	001-Early Childhood Education PK-4	289
6505	OZARK MOUNTAIN SCHOOL DISTRICT	4	GRICE, KATHERINE		418
			JONES, JAMES	083-Physical Education K-12, 087-Coaching 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 417-Driver Education Endorsement 7-12, 312-Build Administrator PK-8, 271-Coaching K-12	311
			RAMSEY, RANDI	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 419-Grade 5/6 Business Tech Endors 5-6	256
			SMITH, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 257-Middle School Science 4-8, 419-Grade 5/6 Business Tech Endors 5-6	253
			BELL, TERESA	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	258

2808	PARAGOULD SCHOOL DISTRICT	6	BLEVENS, KATRINA	001-Early Childhood Education PK-4	230
			CLARK, JACENDA	253-Elementary K-6	258
			HARVEY, JENNIFER	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 257-Middle School Science 4-8	231
			LAMB, TIMOTHY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167
			TILLEY, SAMANTHA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288
	Pediatric Therapy of North Central AR	1	POLLETT, CHELLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231
1104	PIGGOTT SCHOOL DISTRICT	2	BENSON, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	258
			BLAIR, GLORIA	184-Elementary 1-6	258
	PINNACLE POINTE	1	YOUNG, MONICA	166-Eng Lang Arts 7-12	230
5804	POTTSVILLE SCHOOL DISTRICT	1	ALLEN, LESLEY	001-Early Childhood Education PK-4	230
	QUAPAW HOUSE, INC.	1	HENDERSON, CLYDE	267-Earth Science 7-12	230
1106	RECTOR SCHOOL DISTRICT	1	TIPPITT, JESSICA	218-Agri Sci & Tech 7-12	418
5805	RUSSELLVILLE SCHOOL DISTRICT	8	DIXON, AIMEE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289
			JONES, CYNTHIA	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 159-Middle School Social Studies 5-8, 271-Coaching K-12	167
			LOVELL, TRACIE	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258

			PEARSON, BEVERLY	200-Mathematics 7-12, 4546-Transitional Math 9-12	230
			TURNER, BRITTANY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282
			WHORTON, MEGAN	001-Early Childhood Education PK-4	258
			WIEST, ANGELA	001-Early Childhood Education PK-4	258
			WYLLIA, GEORGIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286
7311	SEARCY SCHOOL DISTRICT	2	JONES, STEVEN	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12	412
			SWANSON, CATHY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 215-Family & Con Sci 7-12, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	418
2705	SHERIDAN SCHOOL DISTRICT	3	BLEND, DEBRA	228-PE/Wellness/Leisure 7-12	410
			GRIMMETT, EMILY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	410
			PICKETT, TYLER	200-Mathematics 7-12, 271-Coaching K-12	410
7105	SOUTH SIDE SCH DIST(VANBUREN)	1	CRIDER, MELANIE	230-Special Ed Inst Specialist 4-12, 302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4, 312-Build Administrator PK-8, 282-Curr/Prog Admin (Spec Ed) P-12, 419-Grade 5/6 Business Tech Endors 5-6	253
4003	STAR CITY SCHOOL DISTRICT	4	JONES, JULIAN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	230
			MATTHEWS, ELLEN	001-Early Childhood Education PK-4	230

	DISTRICT		NOBLE, BRENTLY	271-Coaching K-12, 500-P. E. & HEALTH K-12	256
			VENABLE, JENNIFER	184-Elementary 1-6, 312-Build Administrator PK-8	231
	TEXARKANA SPECIAL EDUCATION CENTER	1	BOUTROSS, HEATHER	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 001-Early Childhood Education PK-4, 253-Elementary K-6, 247-ESL K-12	231
	THE POINTE OUTPATIENT BEHAVIORAL HEALTH SERVICES	1	CHAMBERS, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 253-Elementary K-6, 247-ESL K-12	231
	VALLEY BEHAVIORAL HEALTH	4	AMOUEH, MARTHA	184-Elementary 1-6	230
			BIRCH, BECKY	056-Middle School English 5-8, 085-Elementary Physical Education K-6, 086-Middle School Physical Edu 5-8, 183-Elementary K-6 K-6, 411-Career Orientation Endorsement 7-12, 001-Early Childhood Education PK-4	231
			MCCLELLAN, AMBER	166-Eng Lang Arts 7-12	230
			WOFFORD, WILLIAM	087-Coaching 7-12, 228-PE/Wellness/Leisure 7-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	230
0505	VALLEY SPRINGS SCHOOL DISTRICT	1	GREEN, JUDY	183-Elementary K-6 K-6, 322-Curr/Prog Admin (Curr) 7-12, 402-Elementary Principal K-9, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12, 321-Curr/Prog Admin (Curr) PK-8	311

	VANTAGE POINT	5	CHISM, PATRICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230
			GENG, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6	231
			HARRIS, JOE	167-Social Studies 7-12	258
			LONG, SARAH	001-Early Childhood Education PK-4, 253-Elementary K-6	230
			SCARBEROUGH, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258
6401	WALDRON SCHOOL DISTRICT	1	DOZIER, TONI	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	276
1803	WEST MEMPHIS SCHOOL DISTRICT	1	SHARPE, STACY	056-Middle School English 5-8, 184-Elementary 1-6	200
1204	WEST SIDE SCHOOL DIST(CLEBURNE	1	BIRMINGHAM, TERESA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289
7509	WESTERN YELL CO. SCHOOL DIST.	2	COGBURN, KRISTY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 296-Lib Media Sci 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 295-Lib Media Sci PK-8	289
			LANE, DENISE	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	288
7304	WHITE CO. CENTRAL SCHOOL DIST.	2	HALE, SARAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258
			HILL, STEPHANIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288

3510	WHITE HALL SCHOOL DISTRICT	2	DUPUY, DENNIS	087-Coaching 7-12, 167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 312-Build Administrator PK-8, 271-Coaching K-12	277
			MURPHY, MEREDITH	166-Eng Lang Arts 7-12	167
	YOUTH HOME, INC.	1	MASHBURN, SARAH	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230
76	Total # Districts Requesting Waivers	169	Total # Waivers Requested this month		

<b>Out of Area</b>	<b>Years ALP</b>	<b>Granted/ Denied</b>
200-Mathematics 7-12, 269-	15-16	Denied
Physical Science 7-12, 268-Life	15-16	Denied
Science 7-12	15-16	Denied
114-Speech 7-12, 166-Eng Lang	15-16	Granted
Arts 7-12	15-16	Granted
311-District Administrator PK-12	15-16	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
276-Build Level Admin P-12	15-16	Denied
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
231-Special Ed Ech Inst	14-15	Granted
Specialist PK-4, 258-Special	15-16	Granted
Education K-12	15-16	Granted

258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
258-Special Education K-12	15-16	Denied
276-Build Level Admin P-12	15-16	Granted
280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied
258-Special Education K-12	15-16	Denied
114-Speech 7-12	15-16	Granted
286-Library Media Spec K-12	15-16	Granted

230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
	15-16	Granted
288-Guid & Counseling K-12	14-15 15-16	Granted
311-District Administrator PK-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Denied
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
276-Build Level Admin P-12	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
258-Special Education K-12	15-16	Denied
276-Build Level Admin P-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
286-Library Media Spec K-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted

167-Social Studies 7-12	15-16	Denied
418-Career Development 4-8	15-16	Granted
257-Middle School Science 4-8	14-15 15-16	Granted
247-ESL K-12, 255-Middle School English 4-8	15-16 15-16	Granted Granted
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
250-Business Technology 4-12	15-16	Granted
113-Drama 7-12, 114-Speech 7-12	15-16 15-16	Granted Granted
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
289-Gifted & Talented K-12	15-16	Granted

286-Library Media Spec K-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
312-Build Administrator PK-8	14-15 15-16	Granted
280-Curriculum Prog Adm/Curriculum P-12, 312-Build Administrator PK-8	13-14 14-15 15-16	Granted
	14-15 15-16	Granted
302-Building Level Administrator 5-12	14-15 15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
269-Physical Science 7-12	15-16	Denied
410-Career Academy Endorsement 7-12	15-16	Denied
410-Career Academy Endorsement 7-12	15-16	Denied
167-Social Studies 7-12	14-15 15-16	Denied
253-Elementary K-6	14-15 15-16	Granted
286-Library Media Spec K-12	15-16	Granted
253-Elementary K-6	14-15 15-16	Granted

311-District Administrator PK-12	14-15 15-16	Granted
302-Building Level Administrator 5-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
257-Middle School Science 4-8	15-16	Granted
167-Social Studies 7-12	14-15 15-16	Granted
299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 15-16	Granted
	13-14 14-15 15-16	Granted
312-Build Administrator PK-8	14-15 15-16	Granted
167-Social Studies 7-12	15-16	Granted

276-Build Level Admin P-12	14-15 15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
286-Library Media Spec K-12	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
254-Middle School Math 4-8	15-16	Denied
286-Library Media Spec K-12	14-15 15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
230-Special Ed Inst Specialist 4-12	15-16	Granted

230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
200-Mathematics 7-12	14-15 15-16	Denied
289-Gifted & Talented K-12	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
2010-Survey Of Fine Arts 7-12	14-15 15-16	Granted
167-Social Studies 7-12	14-15 15-16	Granted
280-Curriculum Prog Adm/Curriculum P-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
255-Middle School English 4-6,	15-16	Granted
256-Middle School Social Studies 4-6	15-16	Granted

258-Special Education K-12	15-16	Denied
262-Instrumental Music K-12	15-16	Denied
113-Drama 7-12	15-16	Granted
166-Eng Lang Arts 7-12	15-16	Granted
200-Mathematics 7-12	15-16	Denied
289-Gifted & Talented K-12	15-16	Granted
418-Career Development 4-8	15-16	Denied
311-District Administrator PK-12	14-15 15-16	Granted
256-Middle School Social Studies 4-8	15-16	Denied
253-Elementary K-6	14-15 15-16	Denied
258-Special Education K-12	15-16	Granted

230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
258-Special Education K-12	15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
167-Social Studies 7-12	14-15 15-16	Denied
288-Guid & Counseling K-12	14-15 15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	15-16	Denied
258-Special Education K-12	15-16	Denied
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
418-Career Development 4-8	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
167-Social Studies 7-12	15-16	Granted
258-Special Education K-12	15-16	Granted

230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
286-Library Media Spec K-12	15-16	Granted
412-Career Preparation Endorsement 7-12	15-16	Granted
418-Career Development 4-8	15-16	Granted
410-Career Academy Endorsement 7-12	15-16	Granted
410-Career Academy Endorsement 7-12	15-16	Granted
410-Career Academy Endorsement 7-12	15-16	Granted
253-Elementary K-6	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted

256-Middle School Social Studies 4-8	15-16	Denied
231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied
231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	15-16	Granted
230-Special Ed Inst Specialist 4-12	15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	15-16	Granted
311-District Administrator PK-12	14-15 15-16	Granted

230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
200-Mathematics 7-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
288-Guid & Counseling K-12	14-15 15-16	Granted

277-District Administrator P-12	15-16	Granted
167-Social Studies 7-12	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
Total # of Waivers Granted		
Total # of Waivers Denied		138
Total # of Waivers this month		31
		169



# ARKANSAS DEPARTMENT OF EDUCATION

**Johnny Key**  
*Commissioner*

August 12, 2015

**State Board  
of Education**

**Toyce Newton**  
*Crossett  
Chair*

Ms. Toyce Newton, Chair  
State Board of Education  
#4 Capitol Mall  
Little Rock, AR 72201

**Mireya Reith**  
*Fayetteville  
Vice Chair*

Re: ADE Report Pursuant to Arkansas Code Annotated § 6-15-2505

**Dr. Jay Barth**  
*Little Rock*

Dear Ms. Newton:

**Joe Black**  
*Newport*

Enclosed please find the Arkansas Department of Education report pursuant to Arkansas Code Annotated § 6-15-2505 describing the progress toward accomplishing the goals of the individual education renewal zones and the overall education renewal zone program.

**Susan Chambers**  
*Bella Vista*

If you need any additional information, please contact Michelle Griffin at (501)682-4265.

**Charisse Dean**  
*Little Rock*

Sincerely,

**Vicki Saviers**  
*Little Rock*

**R. Brett Williamson**  
*El Dorado*

Johnny Key  
Commissioner of Education

**Diane Zook**  
*Melbourne*

Attachment

cc: Governor Asa Hutchinson  
Senator Jonathan Dismang  
Representative Jeremy Gillam  
Mark Hudson

File

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.gov



**Education Renewal Zones  
Statewide Initiative  
2014-2015 Annual Report**

**Johnny Key**  
Commissioner of Education

**Debbie Jones, Ed.D.**  
Assistant Commissioner  
Division of Learning Services

## Introduction

The Educational Renewal Zone (ERZ) Director of each of the six current ERZ locations works as part of the university faculty in the college of education and designs a unique yearly strategic plan. In reaching the primary focus of a quality learning environment and effective research-based instruction for all students, the strategic plan is individualized. The needs of each school are at the heart of this collaborative effort.

## Goals

Each ERZ submitted a report of their annual strategic plan, which was reviewed by the Office of Educational Renewal Zone (OERZ) Director. Each ERZ provided evidence that all goals indicated below were accomplished for the 2014-2015 school year as required by Act 106 of the 84<sup>th</sup> General Assembly.

- Provide collaboration between and among the Higher Education Institution partners, Education Service Cooperatives, schools, and communities participating in the Educational Renewal Zone.
- Provide for a comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.
- Serve as a resource for schools to provide enhancement and expansion of local school curricula offerings through the use of digital learning to include advanced placement, dual-credit, and advanced high school courses.
- Support the sharing of faculty for core course offerings when schools are unable to hire highly qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.
- Collaborate with schools to develop strategies to recruit and retain highly qualified teachers with particular focus on hard-to-staff schools.
- Support a system for mentoring teachers with three (3) or fewer years of professional service.
- Support active participation of the community in the work of the school.
- Support active involvement of parents in the academic work of the student.

- The *South Arkansas Mathematics Standards Partnership* at SAU ERZ is a grant-funded project, which provides 16 days of training for 40 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- The *South Arkansas Integrated Science and Mathematics Initiative*, another grant funded consortium effort, provided 16 days of training to 44 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- *The Technology Bootcamp*, funded by a Federal NCLB Improving Teacher Quality grant, allows 20 math and science teachers from participating districts to receive 10 days of technology training at SAU and the South Central Service Cooperative.
- The *eSTEM Academy* is an Arkansas Science and Technology Authority grant that funded a program that provided a three day and two night residential learning experience at SAU to 5<sup>th</sup> grade students in two elementary schools in Texarkana.
- *We can build it and make it go!* is a STEM project funded by a grant from the Women's Foundation of Arkansas so girls in grades 8 through 10 in Magnolia and El Dorado could participate in engineering activities at SAU, specifically in robotics. Successful female STEM professionals mentored the girls.
- Development of a *STE[A]M Professional Development Room* at HSU in collaboration with the STEM Center and the Dawson Education Cooperative. This room will consist of STE[A]M related equipment, like computers with 3D printers, where teachers can receive professional development in how to integrate Science, Technology, Engineering, Arts, and Math into their instruction; and can also work with groups of students doing STE[A]M related activities directed by University Professors, STEM Specialists, THEA consultants and others.

As a collective group, the ERZ Directors worked with the ADE Professional Development Department and the local Educational Service Cooperatives in funding and hosting four days of professional development in "Understanding by Design (UbD)," with Alison Zamuda and Jay McTighe as facilitators. UbD is a three-stage process for curriculum planning and is the underlying design strategy used by many of the current Arkansas curriculum programs like the Literacy and Math Design Collaboratives. This four-day effort was a statewide collaboration involving over 400 teachers plus the inclusion of pre-service teacher candidates at some locations. Since only four locations were offered for the first two days of this training, the ERZ directors had to collaborate with other ERZ directors, ADE Professional Development staff, and with their Education Service Cooperative in organizing this showcase event. When weather became an issue during the March session, a Zoom conference was held between the individual

The ERZs also supported a number of other internal and external grant funded and collaborative efforts with other partners. A list of grants written to support ERZ activities is included below:

**Grants Written by and/ or Awarded to ERZs or Direct Collaborations With ERZs:**

<b>Grant</b>	<b>Amount</b>	<b>ERZ</b>	<b>Notes:</b>
College Preparatory Academy for the Delta	\$1,000,000.00	ASU	Combined grant funding in excess of \$1mil.
Nspire Grant	\$5,000.00	ASU	Funding from ADE/ERZ Grant
AT&T Aspire	\$771,548.96	HSU	Funds the Southwest Arkansas College Preparatory Academy
ADE Career Readiness Grant	\$490,552.00	HSU	Funds the Southwest Arkansas College Preparatory Academy
STEAM Grant (ERZ)	\$5,000.00	HSU	Funding from ADE/ERZ Grant
Academic Camps	\$2,000.00	HSU	Local Strategic Plan Committee
Summer Program Matching Math Science Partnership 2013-2014	\$5,000.00	HSU	HSU funded
Math Science Partnership 2013-2014	\$220,507.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2014-2015	\$223,872.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2015-2016	\$209,879.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
eSTEM Academy	\$12,589.00	SAU	Arkansas Science and Technology Authority Grant
STEM for 8th-10th Grade Girls	\$2,000.00	SAU	
Blended Algebra I and Physical Science	\$68,035.00	SAU	Women's Foundation of Arkansas NCLB Improving Teacher Quality grant/ADHE Administered
Technology Boot Camp	\$68,045.00	SAU	NCLB Improving Teacher Quality grant/ADHE Administered
Teaching w/ Tech. Institute: Using Coding and Robotics	\$5,000.00	SAU	
Adopt-a-Professor	\$4,000.00	UA	Funding from ADE/ERZ Grant
New Teacher Academy	\$5,000.00	UA	Budgeted funds from UA
Green Academy Girls			Funding from ADE/ERZ Grant
Science Camp	\$30,000.00	UAFS	Funding from Arkansas Science & Technology Authority
College & Career Readiness Program (CCRPP)	\$258,193.00	UAFS	ADE grant for-Ft Smith, Alma, Van Buren, Greenwood
UAFS Curricular Advisory Conference with Taylor Mali	\$5,000.00	UAFS	Grant funds combined with other funds and grants.
Leadership Coaching	\$5,000.00	UAM	
NCLB Statistics and Probability Summer Inst.	\$72,518.07	UAM	Funding from ADE/ERZ
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<b>TOTAL</b>	<b>\$2,468,739.03</b>		

Drugs/Tobacco/Child Maltreatment, Professional Growth Plans, Teacher fair Dismissal and TESS.

**Northeast Arkansas Schools Conference on Bullying**-The ASU ERZ, Arkansas Department of Education, ASU - Office of Behavioral Research and Evaluation, The Center for Community Engagement, and three Education Service Cooperatives, CRESC, NEAESC and GRESC, contracted the services of Mr. Kenneth S. Trump to serve as the keynote speaker. Mr. Trump is the President of National School Safety and Security Services, a Cleveland-based national consulting firm specializing in school security and emergency preparedness training, school security assessments, school emergency planning consultations, and related school safety and crisis consulting services. Mr. Tripp Walter, Staff Attorney, Arkansas School Resource presented the legal aspects and responsibilities for schools at the event held on Friday, September 26, 2014 on the ASU campus. The attendance was 139 with lunch served by Sodexo Catering at ASU. Following the meeting the Coops discussed the next steps on how the ASU and ERZ could provide support for future anti-bullying efforts. A follow-up workshop was held on September 24, 2014, based on that post-conference collaboration. The guest speaker was Betty K. Ennis, PLPC, who specializes in counseling. The workshop was a two-session event morning and afternoon. Learn specific bullying prevention strategies for elementary and middle schools. PD Hours were offered to participants.

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**Autism Awareness Forum – Thursday, April 2, 2015** – The Department of Education Leadership, Curriculum, and Special Education, Education Renewal Zone and Jonesboro Alumnae Chapter of Delta Sigma Theta, Inc., collaborated to make this event a success. Dr. Kimberley Davis, Committee Chair worked diligently in providing arrangement and speakers. Fifty participants were in attendance. Cookies and punch were served from 6:00 pm to 8:00 pm in A-State HPRSS, Room 245.

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The ERZ sponsors the **New Teacher Induction Program** at Henderson to offer additional support to schools. This program provides mentoring for novice and career teachers. The ERZ collaborates with co-ops, public schools, and other service providers to offer a 2½ day Induction Retreat for all ERZ schools. TESS, PARCC, state-required professional development, and other requested professional development is offered to the new teachers. Participants are paired with mentors from education service cooperatives, Math and Science Center, and higher education who provide support, assistance, and formative feedback throughout the year. The ERZ office collaborates with education service cooperatives, Henderson faculty, and school district administrators to expand and approve the model and plan for delivery of services.

- Effective Questioning Techniques and Essential Questions. Nine schools participated in this highly requested professional development.

The SAU ERZ Director orchestrated the statewide PARCC Summit that was held at Pulaski Technical College in North Little Rock. The 143 educational leaders who participated in this summit represented every area of the P-20 education spectrum and came together to frame key regional issues and learn about national trends concerning PARCC. It was a very well received summit.

- Increasing student and parent awareness of the impact of educational opportunities and choice addressing the changing regional and global workforce needs.

Three sub-committees were recently established to promote greater dialogue about specific topics: teacher education, math alignment, and literacy alignment. Small groups of P-12 and postsecondary educators gathered to pinpoint precise areas of misalignment and offer suggestions for bridging the gaps.

**E.Y.E. to the Future: Education, Youth, and the Economy** - In June 2014 was a one-day regional P-20 education conference that focused on bringing educators, local industry representatives, and policymakers together.

The June 2014 event included roundtable discussions between educators and community members, a student panel, and sessions highlighting current innovative efforts in schools. In June 2015, the event will highlight more school-community partnership programs and include greater participation from local industry representatives.

**The Digital Learning Consortium** - In summer 2014, the UA initiated talks with local schools through the ERZ to create and deliver digital content needed by schools to comply with the Digital Learning Law. Since that time, educators from local schools and the UA have been working collaboratively to form a digital learning consortium. This group (now co-led by the ERZ director and the Assistant Director of the NWAESC) will guide the process of creating three to five digital courses that will be available on a web-based platform for any school in Northwest Arkansas to use at no cost.

In January 2015, 17 local superintendents were surveyed to assess needs related to digital learning; specifically what courses are most needed. In the summer, three to five local teachers will receive stipends provided by the UA to develop digital courses alongside UA instructional designers. Courses should be ready to be utilized by schools by fall 2016.

and residence life. This year, two UAFS days were planned: October 30 and June 5. For the October day, the UAFS ERZ hosted additional sessions featuring academic programs in the College of Applied Sciences; 59 students participated. For the June day, the ERZ will work with another college to provide informational sessions on their programs of study.

Students participating in the River Valley CCRPP increase their ACT score by an average of 2 points. Funding amounts for the past three years and the ask amount for the upcoming year are noted below.

- 2012-13      secured grant for \$338, 976
- 2013-14      secured grant for \$173,000
- 2014-15      secured grant for \$258,193
- 2015-16      ask amount of grant \$311,455

Each year the UAFS ERZ hosts the **Curriculum Advisory Conference** in consultation with the UAFS School of Education. The target audience for this conference is the university's pre-service teachers (approximately 600 students). The focus of the conference is based on current and pertinent topics in education. The last Curriculum Advisory Conference proved to be the most successful conference yet, as the ERZ was able to host Harry and Rosemary Wong. Not only did the conference include UAFS's pre-service teachers and faculty, but also for the first time, the event was opened to career teachers in ERZ partner schools and other regional schools, as well as pre-service teachers and faculty from area institutions of higher education.

For the conference this fall, the UAFS ERZ will replicate the success of the Wongs' visit by hosting Mr. Taylor Mali, nationally known teacher advocate, writer, and poet for the next Curriculum Advisory Conference. Mali is a four-time National Poetry Slam champion and the author of four books, including *What Teachers Make: In Praise of the Greatest Job in the World*. Since 1998, over one thousand people have become teachers after reading or listening to Taylor Mali's passionate poems about his experiences teaching middle school, high school, and college.

Following Mr. Mali speaking and book signing, an invitation-only session will be led by Mr. Mali. This session will be a writers' workshop of select area secondary teachers and their students. In this session teachers and a few of their students write, create, and learn together. Also included in this session will be pre-service teachers with concentrations in English Language Arts, and selected students from the creative writing program at UAFS.

UAFS hosted the inaugural **STEM WARS** on campus the last week of May 2015. STEM WARS is a district-wide engineering design challenge that engages students in learning science, technology, engineering, and mathematics through an integrated, problem-solving approach. The UAFS ERZ has partnered with Fort Smith Public Schools on this program.

- **Day One** featured grades 3 and 4, with approximately 700 students engaging in 3 possible design challenges (a mechanized scoop to perform specific tasks, a



## University of Arkansas at Monticello

### Tracie A. Jones, Director, Southeast/UAM Education Renewal Zone

The UAM/Southeast ERZ partners with 47 public schools (15 districts). Of those 47 schools, one is a needs improvement priority school, nine are needs improvement focus schools, 36 are needs improvement schools, and one is an achieving school. The ERZ at UAM facilitated a discussion and review of the ERZ Vision Statement in the UAM School of Education, STEM Center, and ERZ Stakeholders Meeting held on March 31, 2015. The UAM/Southeast ERZ was a very active ERZ this year, completing 24 separate projects in support of their partner schools. One of the major focuses for this ERZ is the Leadership Coaching training of administrators. Their collaborative understanding through their work with school improvement and scholastic audit is that leadership is a precursor to meaningful school turnaround.

In this report, four professional development activities and one STEM project are being highlighted. The following activities were a snapshot of the projects facilitated/supported by the UAM ERZ:

- The **Professors as Partners Project** continues as a program that supports ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project was re-emphasized for the UAM School of Education (SOE) faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. Professors visited classrooms as experts, served as resources for materials and support, and modeled. As of January 28, 2015, there had been 319 cases of documented support and over 300 visits by UAM faculty (Arts/Humanities, Math/Science, School of Education), STEM Center Specialist, and ERZ Director.
- The **Leadership Coaching Level I** training was offered as a collaborative effort for UAM faculty as well as partner/associate partner school districts. This training was held on May 29-30 and June 4-5, 2014. There were 28 attendees representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.  
*28 Attendees*  
*2 UAM faculty/staff*  
*1 STEM Center Specialist*  
*1 ERZ Director*  
*24 attendees from 7 school districts*
- **Leadership Coaching Level II** was held on December 2-3, 2014 and January 28-29, 2015, with 16 attendees. Leadership Coaching training supports the further development of instructional leaders who impact greater student



**Education Renewal Zones  
Statewide Initiative  
2014-2015 Annual Report**

**Johnny Key**  
Commissioner of Education

**Debbie Jones, Ed.D.**  
Assistant Commissioner  
Division of Learning Services

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## Introduction

The Educational Renewal Zone (ERZ) Director of each of the six current ERZ locations works as part of the university faculty in the college of education and designs a unique yearly strategic plan. In reaching the primary focus of a quality learning environment and effective research-based instruction for all students, the strategic plan is individualized. The needs of each school are at the heart of this collaborative effort.

## Goals

Each ERZ submitted a report of their annual strategic plan, which was reviewed by the Office of Educational Renewal Zone (OERZ) Director. Each ERZ provided evidence that all goals indicated below were accomplished for the 2014-2015 school year as required by Act 106 of the 84<sup>th</sup> General Assembly.

- Provide collaboration between and among the Higher Education Institution partners, Education Service Cooperatives, schools, and communities participating in the Educational Renewal Zone.
- Provide for a comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.
- Serve as a resource for schools to provide enhancement and expansion of local school curricula offerings through the use of digital learning to include advanced placement, dual-credit, and advanced high school courses.
- Support the sharing of faculty for core course offerings when schools are unable to hire highly qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.
- Collaborate with schools to develop strategies to recruit and retain highly qualified teachers with particular focus on hard-to-staff schools.
- Support a system for mentoring teachers with three (3) or fewer years of professional service.
- Support active participation of the community in the work of the school.
- Support active involvement of parents in the academic work of the student.

# COMBINED REPORT

## ERZ Activities 2014-2015

All six ERZ offices have effectively implemented the legislatively mandated goals for 2014-2015. They have collaborated with their partner schools, Education Service Cooperatives, partner university, STEM Center, and other stakeholders to design a strategic plan to meet their needs within the goal structure set in statute. The following information reflects a collective summary of the ERZ work done this year in support of our P-20 students in Arkansas.

The ERZs are unique in that their goals are focused on the schools they serve. ERZ directors share successful implementations with the other ERZ directors and collaboratively work to develop new and innovative activities. There are several activities that some or all of the ERZs have been involved in this year, thus allowing ADE to collect data on some of the ERZ collaborations.

The first of these programs comes under the broad category of College and Career Readiness Programs. These programs take on a local name and specific function in the various ERZs. Goals for these programs vary from preparing a greater number of high school students to be ready to enter college with an ACT score of greater than 19 in each area to giving P-20 students an opportunity to network with local industry representatives and policymakers. The Southwest Arkansas College Preparatory Academy, is reaching down into the lower grades in order to have more time to create greater impact on score improvement and has a component that helps students avoid remediation upon entering university. University staff members work alongside K-12 staff in these programs. Collaborations in this area involved 865 students, 11 teachers, 22 university faculty, one STEM Center staff member, two education cooperative partners and involved more than 30 districts.

The legislation that set up the original Education Renewal Zones did not specifically identify STEM Centers in the language of the bill, but as ADE provides support for schools it has become a natural collaboration of service providers. Schools not only receive additional assistance they are better able to meet the technology goals in the process. STEM Center collaboration varies from one ERZ to another, but inclusion of STEM activities occurs at each of the six ERZs.

The OERZ director and the six ERZ directors participate in the STEM Coalition. Some of the STEM related projects that ERZs are currently actively supporting include the following:

- UAM ERZ partnered with the UAM STEM Center to offer a conference called *Girls in STEM*, April 21, 2015, which was attended by 70 girls from southwest Arkansas.

- The *South Arkansas Mathematics Standards Partnership* at SAU ERZ is a grant-funded project, which provides 16 days of training for 40 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- The *South Arkansas Integrated Science and Mathematics Initiative*, another grant funded consortium effort, provided 16 days of training to 44 regional math and science teachers at SAU in collaboration with the South Central Service Cooperative.
- *The Technology Bootcamp*, funded by a Federal NCLB Improving Teacher Quality grant, allows 20 math and science teachers from participating districts to receive 10 days of technology training at SAU and the South Central Service Cooperative.
- The *eSTEM Academy* is an Arkansas Science and Technology Authority grant that funded a program that provided a three day and two night residential learning experience at SAU to 5<sup>th</sup> grade students in two elementary schools in Texarkana.
- *We can build it and make it go!* is a STEM project funded by a grant from the Women's Foundation of Arkansas so girls in grades 8 through 10 in Magnolia and El Dorado could participate in engineering activities at SAU, specifically in robotics. Successful female STEM professionals mentored the girls.
- Development of a *STE[A]M Professional Development Room* at HSU in collaboration with the STEM Center and the Dawson Education Cooperative. This room will consist of STE[A]M related equipment, like computers with 3D printers, where teachers can receive professional development in how to integrate Science, Technology, Engineering, Arts, and Math into their instruction; and can also work with groups of students doing STE[A]M related activities directed by University Professors, STEM Specialists, THEA consultants and others.

As a collective group, the ERZ Directors worked with the ADE Professional Development Department and the local Educational Service Cooperatives in funding and hosting four days of professional development in “Understanding by Design (UbD),” with Alison Zamuda and Jay McTighe as facilitators. UbD is a three-stage process for curriculum planning and is the underlying design strategy used by many of the current Arkansas curriculum programs like the Literacy and Math Design Collaboratives. This four-day effort was a statewide collaboration involving over 400 teachers plus the inclusion of pre-service teacher candidates at some locations. Since only four locations were offered for the first two days of this training, the ERZ directors had to collaborate with other ERZ directors, ADE Professional Development staff, and with their Education Service Cooperative in organizing this showcase event. When weather became an issue during the March session, a Zoom conference was held between the individual

from professional development who was organizing this workshop series, the presenter, and the ERZ directors, in order to deal with this act of nature and still get this training to the participants. A recording made by AETN at the HSU session was made available for those participants to view. The ERZ Director at UAM is the representative on the ADE Professional Development Advisory Committee.

All six of the ERZs have extensive programs to connect university faculty with K-12 classrooms and teachers. These programs differ in the way they are implemented at each ERZ, but this allows for many positive outcomes. The universities say they gain as much as the teachers and students from this collaboration. Some of these programs are described in the individual ERZ section, but even when they are not highlighted for that ERZ, this is one of our strongest collaborations.

The six ERZ Directors and the OERZ Director attempted to connect with more schools and districts by having an information table at the EAST Initiative National Conference and by sponsoring a table at the AASCD Summer Conference in June. These statewide venues, allow ERZs to reach more schools, communicate the ERZ mission, encourage schools to become involved in an ERZ, and inform educators about upcoming activities.

The ERZs also supported a number of other internal and external grant funded and collaborative efforts with other partners. A list of grants written to support ERZ activities is included below:

**Grants Written by and/ or Awarded to ERZs or Direct Collaborations With ERZs:**

<b>Grant</b>	<b>Amount</b>	<b>ERZ</b>	<b>Notes:</b>
College Preparatory Academy for the Delta	\$1,000,000.00	ASU	Combined grant funding in excess of \$1mil.
Nspire Grant	\$5,000.00	ASU	Funding from ADE/ERZ Grant
AT&T Aspire	\$771,548.96	HSU	Funds the Southwest Arkansas College Preparatory Academy
ADE Career Readiness Grant	\$490,552.00	HSU	Funds the Southwest Arkansas College Preparatory Academy
STEAM Grant (ERZ)	\$5,000.00	HSU	Funding from ADE/ERZ Grant
Academic Camps	\$2,000.00	HSU	Local Strategic Plan Committee
Summer Program Matching Math Science Partnership 2013-2014	\$5,000.00	HSU	HSU funded
Math Science Partnership 2013-2014	\$220,507.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2014-2015	\$223,872.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
Math Science Partnership 2015-2016	\$209,879.00	SAU	Math/Science Partnership Fed. Grant/ADE Administered
eSTEM Academy	\$12,589.00	SAU	Arkansas Science and Technology Authority Grant
STEM for 8th-10th Grade Girls	\$2,000.00	SAU	
Blended Algebra I and Physical Science	\$68,035.00	SAU	Women's Foundation of Arkansas NCLB Improving Teacher Quality grant/ADHE Administered
Technology Boot Camp	\$68,045.00	SAU	NCLB Improving Teacher Quality grant/ADHE Administered
Teaching w/ Tech. Institute: Using Coding and Robotics	\$5,000.00	SAU	
Adopt-a-Professor	\$4,000.00	UA	Funding from ADE/ERZ Grant
New Teacher Academy	\$5,000.00	UA	Budgeted funds from UA
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		UAM	Partnered with STEM Center
<b>TOTAL</b>	<b>\$2,468,739.03</b>		

The following information reflects a snapshot of the activities occurring at each ERZ in support of their unique school improvement needs. Each ERZ is listed alphabetically and three to five of their major activities are described.



## **Arkansas State University**

### ***Sandra Hawkins, Interim Director, ASU-Education Renewal Zone***

The Arkansas State University (ASU) Education Renewal Zone (ERZ) serves 65 schools in 23 school districts among 12 contiguous counties of Northeast Arkansas. Although the ERZ director at this university was on medical leave this year, the university appointed Sandra Hawkins as interim director, and she has implemented their strategic plan this year. This university is in a transition period, having an interim director of the College of Education at this time too, but has continued to have a strong collaborative presence within member districts.

During the past year, there were several highly public and collaborative initiatives related to the goals of the ERZ. Among the ongoing initiatives was the College Preparatory Academy of the Delta (CPAD) and CPAD College Day, Crowley's Ridge Educational Service Cooperative's (CRESC) Annual Summer Leadership Conference, Northeast Arkansas Schools Conference on Bullying, the Arkansas School Disaster Preparedness Conference, and the Autism Awareness Forum. A short description of each of these programs is provided below.

**The College Preparatory Academy for the Delta (CPAD)** - The purpose of this program is to increase readiness and success of students for college. The CPAD is a grades 9-16 initiative, managed and directed by the ASU ERZ, in collaboration with, ASU COE, Arkansas Northeastern College (ANC), American College Testing (ACT), and the public school partners. Many of the legislative purposes from Act 106 are addressed through the CPAD, including Professional Development, Expanding Curricula, Mentoring, Enhancing Leadership, Staffing, Shared Funding Sources, and Parent and Community Involvement. To design and implement the Academy continues as an ongoing process. During this past year, the ERZ has been working with ASU sponsored programs, Blytheville schools, and the ASU College of Education to advance funding for this program beyond the present academic year, when the present grant funding is expended. The ERZ was the lead writer for a new grant combining various funding sources for over \$1 Million. This was a collaborative effort with the Dean and Chair for COE and Blytheville schools, which will ultimately result in continued college preparatory programming for 300 students over a four-year period.

**Annual Summer Leadership Conference** – In a collaborated effort, the CRESC, ERZ, and College of Education provided the summer leadership institute for area school leaders. Approximately 60 school leaders from 23 districts of CRESC attended, including ERZ partner schools, July 9<sup>th</sup> and 10<sup>th</sup>. Topics: Effective Instruction,

Drugs/Tobacco/Child Maltreatment, Professional Growth Plans, Teacher fair Dismissal and TESS.

**Northeast Arkansas Schools Conference on Bullying**-The ASU ERZ, Arkansas Department of Education, ASU - Office of Behavioral Research and Evaluation, The Center for Community Engagement, and three Education Service Cooperatives, CRESC, NEAESC and GRESC, contracted the services of Mr. Kenneth S. Trump to serve as the keynote speaker. Mr. Trump is the President of National School Safety and Security Services, a Cleveland-based national consulting firm specializing in school security and emergency preparedness training, school security assessments, school emergency planning consultations, and related school safety and crisis consulting services. Mr. Tripp Walter, Staff Attorney, Arkansas School Resource presented the legal aspects and responsibilities for schools at the event held on Friday, September 26, 2014 on the ASU campus. The attendance was 139 with lunch served by Sodexo Catering at ASU. Following the meeting the Coops discussed the next steps on how the ASU and ERZ could provide support for future anti-bullying efforts. A follow-up workshop was held on September 24, 2014, based on that post-conference collaboration. The guest speaker was Betty K. Ennis, PLPC, who specializes in counseling. The workshop was a two-session event morning and afternoon. Learn specific bullying prevention strategies for elementary and middle schools. PD Hours were offered to participants.

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## **Henderson State University**

### ***Paulette Blacknall, Director, Southwest-A Education Renewal Zone***

The **Southwest-A Education Renewal Zone (ERZ)/Henderson** is currently comprised of 13 school districts and 39 schools, four education service cooperatives (Dawson, South Central, De Queen-Mena, and Wilbur D. Mills), and one Science, Technology, Engineering, and Mathematics (STEM) Center (South Arkansas Math and Science Center/Henderson). The ERZ has formed informal partnerships with one four-year university (Ouachita Baptist University) and three two-year colleges (National Park Community College/Hot Springs, University of Arkansas Community College/Hope, and College of the Ouachitas/Malvern) to strengthen college and career readiness in southwest Arkansas schools. These partnerships include the sharing of resources (human and physical), facilities, expertise, and technical assistance. Below are examples of programs collaboratively developed by/implemented in this P-20 partnership:

Southwest-A Education Renewal Zone/Henderson coordinated efforts between and among HSU departments, the HSU STEM Center, Dawson Education Service Cooperative, and partner schools and communities to seek and obtain funding such as the AT&T Aspire Grant (\$771,548.96) and the ADE Career Readiness Planning Grant (\$490,552.00). These grant funds will be used to expand and operate the **Southwest Arkansas College Preparatory Academy** at Henderson State/Ouachita Baptist Universities, National Park Community College, College of the Ouachitas, and the University of Arkansas Community College at Hope. Five hundred and eighty-seven (587) students are being served as compared to 40 students in the first cohort group in 2009. The program has increased from one district in 2009 to currently serving 20 school districts. Of these 22 districts, there are approximately four focus schools involved.

The **Visiting Professor Program** began in 2006 with professors from Henderson State University and teachers from three ERZ partner schools. The ERZ facilitates the development of partnerships between university faculty and public school teachers. This year, in addition to other visiting professor partnerships, there was an additional focus on developing partner teams of university professors, method students, and ALE classrooms in order to provide them with four science labs per month and to also conduct reflection sessions with the students after the lab. This involved 14 public school students, 2 public school instructors, one university professor, and six Biology Club students.

**Professional Development Collaborative and Hot Topics** is an ERZ sponsored program. It offers professional development opportunities for students, faculty, staff, and public school partner teachers and students during the fall and spring semesters annually. Targeted, research-based professional development designed to assist pre-

service teachers to smoothly transition to public schools and designed to promote continuous learning is provided by Education Service Cooperatives, ADE, STEM Center, public school specialists, and other professional educators. This professional development collaborative has evolved to include non-traditional students and public university students. Non-practicing educators wanting to continue licensure status are also invited to participate. Topics are developed each year to support the educational needs of partner schools. The ERZ also assists with providing resources for Hot Topics' eight days of required professional development for interns. The purpose of this required professional development is to expose pre-service teachers to topics that are on the forefront of education in Arkansas and to ensure full licensure status.

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## **Southern Arkansas University**

### ***Dr. Roger C. Guevara, Director of Education Renewal Zone***

The Southern Arkansas University Education Renewal Zone (ERZ) continues to be a leader in the southwest part of the state by facilitating structured, meaningful collaborative opportunities to improve public school performance and student achievement for various institutions of higher education including Southern Arkansas University (SAU), the University of Central Arkansas, and the University of Arkansas at Fayetteville. The SAU ERZ works in collaboration with three Education Service Cooperatives, the DeQueen/Mena Coop., the Southwest Arkansas Coop., and the South Central Coop. They also serve one partner priority school, and 11 partner focus schools, and the 14 districts that are official partners. They also have five associate partner districts that are involved in activities sponsored by the ERZ. The ERZ at SAU takes advantage of the rich STEM environment consisting of faculty members excited about grant writing and working with P-12 teachers and students. They provide rich professional development to help teachers prepare students for the next level of learning in fun and engaging activities. There is a strong collaborative network in this ERZ.

This ERZ writes and facilitates many grants in collaboration with the faculty at SAU. Among the professional development opportunities for teachers included:

- The South Arkansas Mathematics Standards Partnership is a grant funded project that provides 16 days of training for 40 regional math and science teachers.
- The South Arkansas Integrated Science and Mathematics Initiative, another grant funded consortium effort, providing 16 days of training to 44 regional math and science teachers.
- The Technology Bootcamp, funded by a Federal NCLB Improving Teacher Quality grant, allows 20 math and science teachers from participating districts to receive 10 days of technology training.
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- We can build it and make it go! This is a STEM project funded by a grant from the Women's Foundation of Arkansas. Girls in grades 8 through 10 in Magnolia and El Dorado participate in engineering activities, specifically in robotics. Successful female STEM professionals mentor the girls.

- Effective Questioning Techniques and Essential Questions. Nine schools participated in this highly requested professional development.

The SAU ERZ Director orchestrated the statewide PARCC Summit that was held at Pulaski Technical College in North Little Rock. The 143 educational leaders who participated in this summit represented every area of the P-20 education spectrum and came together to frame key regional issues and learn about national trends concerning PARCC. It was a very well received summit.



## **The University of Arkansas**

### ***Elizabeth E. Smith, Director, Education Renewal Zone***

The University of Arkansas Education Renewal Zone, housed in the College of Education and Health Professions, is committed to improving public school performance through collaboration between the UA, local public schools, the Northwest Education Service Cooperative, and the community. The UA ERZ provides opportunities for public schools and institutions of higher education to communicate, partner, and share resources through a variety of means. The focus of the UA ERZ is to respond to partner school needs, large and small.

**Adopt-A-Classroom (AAC)** was designed to provide opportunities for UA faculty/staff and P-12 teachers to collaborate. This program pairs a UA faculty/staff member with a P-12 teacher. The UA faculty/staff member teaches once a month in the P-12 teacher's classroom. This outreach program allows:

- UA faculty/staff to offer up-to-date content knowledge and access to resources in their academic field to the public school classroom.
- UA faculty/staff gain knowledge about current pedagogy in K-12 schools and student development.
- K-12 students interact with a UA faculty/staff member, thus gaining knowledge about higher education and potential careers.

During the 2014-15 school year, 29 UA faculty/staff volunteered to partner with 27 P-12 teachers at 18 schools in seven school districts.

UA faculty/staff meets once a semester to share ideas and offer insight into how to have successful AAC partnerships. The AAC program officially concluded with a Celebration Reception on April 7, 2015. Many of the relationships formed will continue throughout the next school year. Another cohort of UA volunteers will be recruited in fall 2014 to begin new partnerships with local teachers.

The **Northwest Arkansas P-20 Task Force** is a group of more than 50 educators, with half representing P-12 schools and half representing the five institutions of higher education in Northwest Arkansas. This group meets once per semester, working collaboratively to build a meeting agenda that allows for discussion of issues pertinent to both groups, and related to education. This group is co-led by the ERZ Director and the Assistant Director NWAESC. The mission of the NWA P-20 Task Force is to improve the transitions of pre-kindergarten through post-graduate students in Northwest Arkansas by:

- Minimizing barriers
- Expanding conversations among education, industry, and community stakeholders

- Increasing student and parent awareness of the impact of educational opportunities and choice addressing the changing regional and global workforce needs.

Three sub-committees were recently established to promote greater dialogue about specific topics: teacher education, math alignment, and literacy alignment. Small groups of P-12 and postsecondary educators gathered to pinpoint precise areas of misalignment and offer suggestions for bridging the gaps.

**E.Y.E. to the Future: Education, Youth, and the Economy** - In June 2014 was a one-day regional P-20 education conference that focused on bringing educators, local industry representatives, and policymakers together.

The June 2014 event included roundtable discussions between educators and community members, a student panel, and sessions highlighting current innovative efforts in schools. In June 2015, the event will highlight more school-community partnership programs and include greater participation from local industry representatives.

**The Digital Learning Consortium** - In summer 2014, the UA initiated talks with local schools through the ERZ to create and deliver digital content needed by schools to comply with the Digital Learning Law. Since that time, educators from local schools and the UA have been working collaboratively to form a digital learning consortium. This group (now co-led by the ERZ director and the Assistant Director of the NWAESC) will guide the process of creating three to five digital courses that will be available on a web-based platform for any school in Northwest Arkansas to use at no cost.

In January 2015, 17 local superintendents were surveyed to assess needs related to digital learning; specifically what courses are most needed. In the summer, three to five local teachers will receive stipends provided by the UA to develop digital courses alongside UA instructional designers. Courses should be ready to be utilized by schools by fall 2016.



## ***The University of Arkansas at Fort Smith***

***Jennifer Jennings Davis, Education Renewal Zone Director,  
Western Arkansas Education Renewal Zone***

The **Adopt-a-Professor** Initiative at UAFS has been modeled after the Adopt-a-Classroom program through the UA-Fayetteville ERZ office. Planning for this UAFS ERZ program began in the 2013-14 academic year and continued through Fall 2014. The program official launched spring 2015. This program solicits volunteer professors from UAFS and volunteer P-12 teachers from our ERZ partner schools. Teachers and professors are matched primarily by content area and secondarily by age/grade level.

In the spring of 2015, the initiative's inaugural semester, 11 UAFS professors and 15 P-12 teachers participated in 35 completed learning engagements. Of those 35 engagements 30 were at the schools, 4 visits to UAFS, and 1 day of visiting several community locations. During these 35 visits, the following contacts were made:

Students	1075
Teachers	47
UAFS Faculty	37
UAFS Staff	26
Pre-Service Teachers/UAFS Students	14
Building/District personnel	3
Parents	20
Community Members	5

In addition to the 35 engagements held this semester, the ERZ hosted a professor orientation for the professors going out into the schools, which was facilitated by the ERZ Director, Executive Director of the School of Education, and the science specialist with the campus STEM Center. The ERZ Director met as needed with principals and teachers interested in learning more about the program. The semester closed with a Celebration Reception on May 4, 2015 on the UAFS campus.

This is the third completed year that the River Valley **College and Career Readiness Preparatory Program (CCRPP)**. This is the third year of this ADE funded partnership and the grant proposal has been submitted for next year's funding. The River Valley CCRPP consists of Fort Smith, Van Buren, Alma, and Greenwood School Districts and UAFS as represented by the ERZ. In addition to these four school districts, 11 other smaller districts are served by one of the four partner high schools, which means a total of 15 districts benefit from this program. Four two-week ACT prep sessions are held during the year (three during the school year and one during summer). Approximately 750 students participate during the year. For each of these 4 sessions an information day on the UAFS campus is planned; however, due to the academic calendar some years there have been less than 4 UAFS Days. Students register for sessions on topics such as admissions, financial aid, career services (preparing for scholarship interviews),

and residence life. This year, two UAFS days were planned: October 30 and June 5. For the October day, the UAFS ERZ hosted additional sessions featuring academic programs in the College of Applied Sciences; 59 students participated. For the June day, the ERZ will work with another college to provide informational sessions on their programs of study.

Students participating in the River Valley CCRPP increase their ACT score by an average of 2 points. Funding amounts for the past three years and the ask amount for the upcoming year are noted below.

- 2012-13      secured grant for \$338, 976
- 2013-14      secured grant for \$173,000
- 2014-15      secured grant for \$258,193
- 2015-16      ask amount of grant \$311,455

Each year the UAFS ERZ hosts the **Curriculum Advisory Conference** in consultation with the UAFS School of Education. The target audience for this conference is the university's pre-service teachers (approximately 600 students). The focus of the conference is based on current and pertinent topics in education. The last Curriculum Advisory Conference proved to be the most successful conference yet, as the ERZ was able to host Harry and Rosemary Wong. Not only did the conference include UAFS's pre-service teachers and faculty, but also for the first time, the event was opened to career teachers in ERZ partner schools and other regional schools, as well as pre-service teachers and faculty from area institutions of higher education.

For the conference this fall, the UAFS ERZ will replicate the success of the Wongs' visit by hosting Mr. Taylor Mali, nationally known teacher advocate, writer, and poet for the next Curriculum Advisory Conference. Mali is a four-time National Poetry Slam champion and the author of four books, including *What Teachers Make: In Praise of the Greatest Job in the World*. Since 1998, over one thousand people have become teachers after reading or listening to Taylor Mali's passionate poems about his experiences teaching middle school, high school, and college.

Following Mr. Mali speaking and book signing, an invitation-only session will be led by Mr. Mali. This session will be a writers' workshop of select area secondary teachers and their students. In this session teachers and a few of their students write, create, and learn together. Also included in this session will be pre-service teachers with concentrations in English Language Arts, and selected students from the creative writing program at UAFS.

UAFS hosted the inaugural **STEM WARS** on campus the last week of May 2015. STEM WARS is a district-wide engineering design challenge that engages students in learning science, technology, engineering, and mathematics through an integrated, problem-solving approach. The UAFS ERZ has partnered with Fort Smith Public Schools on this program.

- **Day One** featured grades 3 and 4, with approximately 700 students engaging in 3 possible design challenges (a mechanized scoop to perform specific tasks, a

wind powered car to travel the farthest distance, or a structure to withstand a simulated tornado).

- **Day Two** featured grades 5 and 6, with approximately 925 students engaging in 4 possible design challenges (strongest table made out of newspapers, egg drop safety structure from 1.5 meters, solar powered vehicle, or water tower that can withstand simulated earthquake).
- **Day Three** featured grades 7 through 9, with approximately 1,000 students engaging in 4 possible design challenges (design and construct boat that can travel 8 feet, design a Rube Goldberg style contraption that will accomplish specific objectives, design safety racer—built for speed but will protect egg cargo, or design an irrigation system that will move water from one source to another and perform 2 different functions).

UAFS professors assisted with refereeing the competition. Community science professionals (engineers, IT specialists, biologist, and environmental scientists) volunteered for judging. This has the potential of becoming an annual event. It also has the potential to expand to a regional competition.



## University of Arkansas at Monticello

### Tracie A. Jones, Director, Southeast/UAM Education Renewal Zone

The UAM/Southeast ERZ partners with 47 public schools (15 districts). Of those 47 schools, one is a needs improvement priority school, nine are needs improvement focus schools, 36 are needs improvement schools, and one is an achieving school. The ERZ at UAM facilitated a discussion and review of the ERZ Vision Statement in the UAM School of Education, STEM Center, and ERZ Stakeholders Meeting held on March 31, 2015. The UAM/Southeast ERZ was a very active ERZ this year, completing 24 separate projects in support of their partner schools. One of the major focuses for this ERZ is the Leadership Coaching training of administrators. Their collaborative understanding through their work with school improvement and scholastic audit is that leadership is a precursor to meaningful school turnaround.

In this report, four professional development activities and one STEM project are being highlighted. The following activities were a snapshot of the projects facilitated/supported by the UAM ERZ:

- The **Professors as Partners Project** continues as a program that supports ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project was re-emphasized for the UAM School of Education (SOE) faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. Professors visited classrooms as experts, served as resources for materials and support, and modeled. As of January 28, 2015, there had been 319 cases of documented support and over 300 visits by UAM faculty (Arts/Humanities, Math/Science, School of Education), STEM Center Specialist, and ERZ Director.
- The **Leadership Coaching Level I** training was offered as a collaborative effort for UAM faculty as well as partner/associate partner school districts. This training was held on May 29-30 and June 4-5, 2014. There were 28 attendees representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.  
*28 Attendees*  
*2 UAM faculty/staff*  
*1 STEM Center Specialist*  
*1 ERZ Director*  
*24 attendees from 7 school districts*
- **Leadership Coaching Level II** was held on December 2-3, 2014 and January 28-29, 2015, with 16 attendees. Leadership Coaching training supports the further development of instructional leaders who impact greater student

achievement and public school performance in our area.

16 Attendees:

1 UAM faculty

1 ERZ Director

14 attendees from 4 school districts

**Note:** Since the Leadership Coaching training began in May 2013, UAM ERZ and partners have trained 56 school leaders and university faculty in Leadership Coaching for High Performance Level I, and 38 school leaders and university faculty in Leadership Powerful Coaching Level II.

- The ERZ partnered with the UAM STEM Center in the writing of the **NCLB Statistics and Probability Summer Institute** grant application. The SP6-8 Grant was written for \$72,518.07 to support content and pedagogy training for teachers in grades 6-8 focusing on Statistics and Probability. Institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year.
- The UAM ERZ also collaborated with 8 academic departments at **UAM and Drew Central Schools** to plan and host the fall 8th Grade College Experience Day on October 28, 2014 for 36 students, and again on April 23, 2015, for 74 students. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day was attended by  
110 total students,  
6 Drew Central faculty members, and  
8 UAM departments/units on campus.



## DISTRICT WAIVER REQUEST FORM

District name Batesville School District

Superintendent's Name Gary Anderson

Superintendent's Phone Number 870-793-6831

Superintendent's E-mail Address garyanderson@batesvilleschools.org

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive

1.) Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing the Standards for Accreditation, specifically subsection 10.02.05.

2.) Ark. Code Ann. §§6-15-1004, 6-17-309, 6-17-401, and 6-17-902; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Educator Licensure.

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

- 1.) The BSD is requesting in grades 7-12 a teacher may be assigned no more than 165 students with a class size not to exceed 30 in order to maximize use of personnel in delivery of its planned educational offerings with the waiver to be reviewed in five years.
- 2.) The BSD is requesting a waiver from the cited statutes and rules for teachers in non-core areas in our Gateway program to the extent that it may be desirable to hire highly qualified professionals in the community. Any individuals hired as a result of this waiver will meet all other requirements such as Highly Qualified status if applicable and the successful completion of criminal background and Child Maltreatment Registry checks. The waiver will be reviewed in five years.

**Regardless of any waivers granted, the BSD will abide by the following requirements:**

- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS**

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure Principals—
6-17-302	Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

#### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
6.03.4.5	Vocal and instrumental music units
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

## **BATESVILLE SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**August 20, 2015**  
**November 18, 2015**

<b>2014-2015 Enrollment</b>	
<b>2 or More Races</b>	<b>65</b>
<b>Asian</b>	<b>53</b>
<b>Black</b>	<b>148</b>
<b>Hispanic</b>	<b>475</b>
<b>Native American/ Native Alaskan</b>	<b>13</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>2</b>
<b>White</b>	<b>2,271</b>
<b>TOTAL</b>	<b>3,027</b>

### **2014 Accreditation Status**

**Batesville Junior High School – Cited**  
**Batesville High School – Cited**  
**Standard 15.03.3**

#### **Standard 15.03.3**

**A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.**

<b>District:</b> BATESVILLE SCHOOL DISTRICT	<b>Superintendent:</b> RANDY WILLISON	Report created on: 10/29/2014
<b>LEA:</b> 3201000	<b>Enrollment:</b> 3015	<b>% Prof/Adv.</b>
<b>Address:</b> 955 WATER STREET	<b>Attendance:</b> 96.12	<b>2014 Math + Literacy</b> 79.9
<b>Address:</b> BATESVILLE, AR 72501	<b>Poverty Rate:</b> 52.44	<b>2013 Math + Literacy</b> 83.8
<b>Phone:</b> 870-793-6831		<b>2012 Math + Literacy</b> 83.8

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1601	1601	100.00	1816	1817	99.94
Targeted Achievement Gap Group	942	942	100.00	1063	1063	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	87	87	100.00	96	96	100.00
Hispanic	216	216	100.00	237	237	100.00
White	1224	1224	100.00	1397	1398	99.93
Economically Disadvantaged	873	873	100.00	996	996	100.00
English Language Learners	184	184	100.00	204	204	100.00
Students with Disabilities	169	169	100.00	177	177	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1219	1518	80.30	81.18	91.00	801	1057	75.78	81.81	93.00
Targeted Achievement Gap Group	633	874	72.43	73.21	91.00	422	603	69.98	74.87	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3651	4459	81.88	81.18	91.00	2487	3075	80.88	81.81	93.00
Targeted Achievement Gap Group	1925	2603	73.95	73.21	91.00	1319	1770	74.52	74.87	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	51	78	65.38	68.46		36	53	67.92	72.62	
Hispanic	140	204	68.63	65.00		96	135	71.11	73.78	
White	966	1163	83.06	84.36		625	817	76.50	83.69	
Economically Disadvantaged	601	808	74.38	73.74		402	561	71.66	74.86	
English Language Learners	114	175	65.14	61.17		77	117	65.81	65.76	
Students with Disabilities	50	157	31.85	50.41		34	95	35.79	53.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1356	1704	79.58	85.49	92.00	614	1075	57.12	79.84	81.00
Targeted Achievement Gap Group	687	969	70.90	78.83	92.00	296	613	48.29	72.56	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	4175	5029	83.02	85.49	92.00	2105	3093	68.06	79.84	81.00
Targeted Achievement Gap Group	2189	2882	75.95	78.83	92.00	1079	1780	60.62	72.56	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	52	87	59.77	72.22		28	54	51.85	66.67	
Hispanic	144	215	66.98	72.35		58	138	42.03	67.00	
White	1088	1321	82.36	88.44		491	831	59.09	82.72	
Economically Disadvantaged	652	905	72.04	79.06		285	571	49.91	72.60	
English Language Learners	118	185	63.78	65.91		46	120	38.33	60.90	
Students with Disabilities	69	165	41.82	50.41		20	96	20.83	52.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	182	209	87.08	87.15	94.00
Targeted Achievement Gap Group	77	93	82.80	77.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	520	595	87.39	87.15	94.00
Targeted Achievement Gap Group	220	272	80.88	77.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	15	15	100.00	83.93	
Hispanic	22	26	84.62	94.23	
White	138	158	87.34	85.44	
Economically Disadvantaged	64	78	82.05	76.26	
English Language Learners	11	13	84.62	100.00	
Students with Disabilities	17	22	77.27	70.65	



## DISTRICT WAIVER REQUEST FORM

District name Gentry Public School District LEA 0403000

Superintendent's Name Dr. Randy C. Barrett

Superintendent's Phone Number 479-736-2253

Superintendent's E-mail Address drbarrett@gentrypioneers.com

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-15-902(a)	Grading scale -- Exemptions -- Special education classes.
6-15-1004	Qualified teachers in every public school classroom.
6-16-102	School day.
6-17-908	Teacher's salary fund- Authorized disbursements
6-17-309	Licensure -- Waiver
6-17-401	Teacher's license requirement.
6-17-902	Definitions. ("Teacher")
6-17-919	Warrants void without valid license and contract.
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-18-210.	Definitions. (Planned Instructional Time)
6-18-211	Mandatory attendance for students in grades nine through twelve.

Waivers from Arkansas Department of Education Rules and Regulations Governing Standards for Accreditation of Arkansas Public Schools

10.02 Class Size and Teaching Load

10.02.5 Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction  
Waivers from Other Arkansas Department of Education Rules

12.02 Grading

15.03 Licensure and Renewal

Waivers from other Arkansas Department of Education Rules and Regulations

Arkansas Department Of Education Rules Governing Uniform Grading Scales For Public Secondary Schools And For Optional Use In Public Elementary Schools Section 4.00 Grading scale and numerical values

Arkansas Department Of Education Rules Governing The Arkansas Mandatory Attendance Requirements For Students In Grades Nine Through Twelve Sections 3.00 Definitions and Section 4.00 Implementation.

ADE Rules Governing Educator Licensure

## Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

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6-15-902(a) Grading scale -- Exemptions -- Special education classes.

Arkansas Department Of Education Rules Governing Uniform Grading Scales For Public Secondary Schools And For Optional Use In Public Elementary Schools Section 4.00 Grading scale and numerical values

Waivers from Arkansas Department of Education Rules and Regulations Governing Standards for Accreditation of Arkansas Public Schools 12.02, Grading

Reason for Request: Special Education is designed instruction and support for students identified with a disability requiring an individually designed instruction program. The uniqueness of students qualifying for special education services presents needed opportunities for differentiated lesson delivery along with a differentiated grading scale, a scale designed to reduce undo stress or pressure on students already dealing with exceptional circumstances.

The district is also in the process of seeking a Conversion Charter for its high school. This conversion is necessitated by the district's research into the college graduation rate of its recent graduates. In short, the district has determined it needs to expand its Career, Trades, and Vocational offerings. This expansion may require the addition of nongraded, in the sense of the traditional grading scale, student performance evaluative strategies.

The district's intent is not to preclude students with special or other needs from such course offerings.

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6-16-102 School day.

6-18-210. Definitions. (Planned Instructional Time)

6-18-211 Mandatory attendance for students in grades nine through twelve.

Arkansas Department Of Education Rules Governing The Arkansas Mandatory Attendance Requirements For Students In Grades Nine Through Twelve Sections 3.00 Definitions and Section 4.00 Implementation.

Reason for Request: The district seeks to allow the opportunity to individualize instruction for all students. A student possessing the ability to complete required coursework in less than six hours a day could have the option to enroll in a specialized educational program outside the school district or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.

The district notes that while 6-18-211 is not specifically listed in ARV's granted waivers, the 'plain language' of 6-18-210, "As used in this section and § 6-18-211" clearly includes provisions found in 6-18-211; i.e., the meaning of 6-18-210 is defined in 6-18-211. That they are companion pieces may also be found in 6-18-211(d), which states, "Nothing in this section and § 6-18-210:"

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6-15-1004 Qualified teachers in every public school classroom.

6-17-309 Licensure -- Waiver

6-17-401 Teacher's license requirement.

6-17-902 Definitions. ("Teacher")

6-17-908 Teacher's salary fund- Authorized disbursements

6-17-919 Warrants void without valid license and contract.

Arkansas Department Of Education Rules And Regulations Governing Standards For Accreditation Of Arkansas Public Schools 10.02, Class Size and Teaching Load and 10.02.5, Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction

Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts 15.03, Licensure and Renewal

ADE Rules Governing Educator Licensure

Reason for the Request: In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach non-core classes. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.

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6-17-1501 et seq. Teacher Fair Dismissal Act

Reason for the Request: The district's purpose in applying for a waiver of 6-17-1501 et seq., the Teacher Fair Dismissal Act, is only to request certain provisions of 6-17-1510 be waived, namely (d)(1) which specifies, "(d) (1) The exclusive remedy for any nonprobationary teacher aggrieved by the decision made by the board of directors shall be an appeal therefrom to the circuit court of the county in which the school district is located, within seventy-five (75) days of the date of written notice of the action of the board of directors." The district requests only that nonprobationary teachers have the same conditions as probationary teachers as referenced earlier in the statute found in (a)(2), "The board of directors' decision with regard to nonrenewal of a probationary teacher shall be final." The district seeks this relief in light of the diminishing pool of qualified teaching applicants requiring that districts seek early to fill vacant positions. Having this waiver granted would afford all employees the same status of having final determination of their termination or nonrenewal decisions rest with the same body that offered the original contract of employment.

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Arkansas Department Of Education Rules And Regulations Governing Standards For Accreditation Of Arkansas Public Schools 10.02 Class Size and Teaching Load and 10.02.5 Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction

Waivers from Other Arkansas Department of Education Rules

Reason for the Request: Gentry School District has a student enrollment history of a yearly +/- 2.5% enrollment fluctuation. This has caused the district to be required to contract additional staff for a "one child over" the pertinent sub-standard. The expenses of such could better be used by the district for other instructional purposes. Additionally the need for additional staff usually cannot be determined until the school term has begun.

# ARKANSAS VIRTUAL ACADEMY

## APPROVED WAIVERS

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
6.03.4.5	Vocal and instrumental music units
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

## **GENTRY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**August 12, 2015**  
**November 10, 2015**

<b>2014-2015 Enrollment</b>	
<b>2 or More Races</b>	<b>98</b>
<b>Asian</b>	<b>108</b>
<b>Black</b>	<b>4</b>
<b>Hispanic</b>	<b>188</b>
<b>Native American/ Native Alaskan</b>	<b>84</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>3</b>
<b>White</b>	<b>933</b>
<b>TOTAL</b>	<b>1,418</b>

<b>District:</b> GENTRY SCHOOL DISTRICT	<b>Superintendent:</b> RANDY BARRETT	Report created on: 10/29/2014
<b>LEA:</b> 0403000	<b>Enrollment:</b> 1437	<b>% Prof/Adv.</b>
<b>Address:</b> 201 S. GILES AVE.	<b>Attendance:</b> 96.85	<b>2014 Math + Literacy</b> 79.1
<b>Address:</b> GENTRY, AR 72734	<b>Poverty Rate:</b> 63.81	<b>2013 Math + Literacy</b> 82.0
<b>Phone:</b> 479-736-2253		<b>2012 Math + Literacy</b> 85.0

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	766	768	99.74	933	935	99.79
Targeted Achievement Gap Group	529	530	99.81	620	622	99.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	92	93	98.92	104	105	99.05
White	520	521	99.81	648	649	99.85
Economically Disadvantaged	495	496	99.80	585	587	99.66
English Language Learners	74	75	98.67	83	84	98.81
Students with Disabilities	92	92	100.00	97	97	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	578	730	79.18	85.65	91.00	419	508	82.48	88.93	93.00
Targeted Achievement Gap Group	372	505	73.66	81.44	91.00	271	353	76.77	86.15	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1800	2187	82.30	85.65	91.00	1328	1543	86.07	88.93	93.00
Targeted Achievement Gap Group	1141	1481	77.04	81.44	91.00	860	1056	81.44	86.15	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	68	90	75.56	76.65		46	59	77.97	86.19	
White	395	492	80.28	87.06		291	351	82.91	89.22	
Economically Disadvantaged	365	474	77.00	83.51		265	332	79.82	87.46	
English Language Learners	43	72	59.72	73.80		32	51	62.75	86.25	
Students with Disabilities	23	88	26.14	49.47		18	60	30.00	59.52	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	706	893	79.06	83.64	92.00	343	520	65.96	74.95	81.00
Targeted Achievement Gap Group	433	595	72.77	78.46	92.00	215	364	59.07	69.75	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2050	2509	81.71	83.64	92.00	1065	1556	68.44	74.95	81.00
Targeted Achievement Gap Group	1275	1679	75.94	78.46	92.00	660	1068	61.80	69.75	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	100.00	
Hispanic	68	102	66.67	74.18		33	61	54.10	69.41	
White	507	620	81.77	86.39		245	357	68.63	76.29	
Economically Disadvantaged	416	563	73.89	79.39		208	342	60.82	70.89	
English Language Learners	42	81	51.85	68.82		21	51	41.18	67.50	
Students with Disabilities	37	93	39.78	49.47		13	63	20.63	44.05	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	95	103	92.23	87.60	94.00
Targeted Achievement Gap Group	46	50	92.00	87.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	262	298	87.92	87.60	94.00
Targeted Achievement Gap Group	138	164	84.15	87.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	12	12	100.00	79.55	
White	64	70	91.43	88.47	
Economically Disadvantaged	46	50	92.00	86.48	
English Language Learners	n < 10	n < 10	n < 10	90.63	
Students with Disabilities	n < 10	n < 10	n < 10	91.67	



## DISTRICT WAIVER REQUEST FORM

District name Lee County School District

Superintendent's Name Willie Murdock

Superintendent's Phone Number (870) 295-7100

Superintendent's E-mail Address willie.murdock@lcsd.grsc.k12.ar.us

Name of Charter School(s) Attended by District Students

KIPP Delta College Public Schools

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive

1. 6-10-106 School Year Dates
2. 6-13-601 et seq. District Boards of Directors Generally
3. 6-13-619 (a)(1) Monthly Board Meetings
4. 6-13-619(c)(1)(A) Requiring board members' physical presence at meetings in order to be counted for purposes of quorum or a vote
5. 6-17-203 Committees on personal policies-members
6. 6-17-309 Certification to teach grade or subject matter-Exceptions-Waivers

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

6-10-106 - By modifying the calendar days it will reduce the long summer breaks when some students suffer learning losses. Modifying the calendar will allow students to have opportunities to have a positive environment while living in a high poverty area. There will be a continuous of building a positive school culture.

6-13-601 et seq., 6-13-619(a)(1), 6-13-619(c)(1)(A) - Due to a long history of local school boards' inability to make sound decisions relative to academic distress, school processes, and that many times did not support the superintendent's recommendations, the Arkansas State Board of Education decided to dissolve the local board of education in the Lee County School District. Since that time, under state control, the Lee County School District has made tremendous gains in meeting and exceeding the educational needs of our students as well as the fiscal requirements of our academic institution. It is our desire to remain with the initial decision of the Arkansas State Board of Education and continue to work closely with an "Advisory Task Force" which consists of parents, students, staff, teachers, community members, and other elected officials. Furthermore, historically speaking, our local school board has consistently displayed personal agendas and long-standing communal vendettas. If reinstated so quickly after state takeover, it would be a grave detriment to the students, faculty, and staff of the Lee County School District. It is our endeavor to always forge forward with the pursuit of educating our students to become productive citizens of society. We are requesting that the current board at least receives a year of training before being the sole governing body for the 2015-2016 school year.

6-17-203 Committees on personal policies-members-Over the years this committee continues to not work with the committee members as well as the superintendent and several times the Office of Intensive Support has had to move in and offer assertive leadership to this committee.

6-17-309 Due to teacher retainment it is hard for the district to retain and recruit teachers in specific areas. We would benefit from certified teachers being able to teach in other areas.

**KIPP DELTA COLLEGE PUBLIC SCHOOLS  
AN OPEN-ENROLLMENT CHARTER SCHOOL  
WAIVERS**

<b>District LEA:</b>	54-40-700	<b>Elementary School LEA:</b>	54-40-701
<b>City:</b>	Helena, Blytheville	<b>Middle School LEA:</b>	54-40-702
<b>Opening Date:</b>	Fall 2010	<b>High School LEA:</b>	54-40-703
		<b>Blytheville LEA:</b>	54-40-705
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2023
<b>CAP:</b>	1,910	<b>Grades Served 2013-14:</b>	K-12

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring board members' physical presence at meetings in order to be counted for purposes of quorum or a vote
6-13-635	School board review and approval of salary increases
6-15-902(a)	Grading scale—Exemptions—Special education (applies only to non-core classes)
6-15-902(c)(2)	Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1603	Establishment of local task forces on closing the achievement gap
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary
6-17-2205	Paid breaks for certain classified employees
6-17-2403	Minimum teacher compensation schedule
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

**Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03	Grades 5-8
9.03.3.11	Arkansas history
10.01.2	185-day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	Student/teacher ratio for grades 4-6
10.02.5	Student/teacher ratio for grades 7-12
15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
16.0	Support Services
16.01.3	Counselor/student ratio of 1/450
16.02	Media Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (applies only to non-core classes)
- Certified staff salary schedule
- Gifted and Talented Program Approval Standards
- Teacher Education and Licensure
- Waivers of Minimum Salaries of Certified Personnel
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
- ADE Rules Governing the Superintendent Mentoring Program
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- Section 4 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program
- Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**LEE COUNTY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**July 24, 2015**  
**October 22, 2015**

<b>2014-2015 Enrollment</b>	
<b>2 or More Races</b>	<b>0</b>
<b>Asian</b>	<b>3</b>
<b>Black</b>	<b>750</b>
<b>Hispanic</b>	<b>17</b>
<b>Native American/ Native Alaskan</b>	<b>0</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>57</b>
<b>TOTAL</b>	<b>827</b>

**Designated in Fiscal Distress on May 8, 2014**

<b>District:</b> LEE COUNTY SCHOOL DISTRICT	<b>Superintendent:</b> WILLIE MURDOCK	Report created on: 10/29/2014
<b>LEA:</b> 3904000	<b>Enrollment:</b> 881	<b>% Prof/Adv.</b>
<b>Address:</b> 188 W. CHESTNUT ST.	<b>Attendance:</b> 96.41	<b>2014 Math + Literacy</b> 50.7
<b>Address:</b> MARIANNA, AR 72360	<b>Poverty Rate:</b> 100.00	<b>2013 Math + Literacy</b> 50.2
<b>Phone:</b> 870-295-7100		<b>2012 Math + Literacy</b> 47.9

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
--------------------------	-------------------

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	457	458	99.78	536	542	98.89
Targeted Achievement Gap Group	454	455	99.78	531	537	98.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	408	409	99.76	479	485	98.76
Hispanic	n < 10	n < 10	n < 10	10	10	100.00
White	35	35	100.00	38	38	100.00
Economically Disadvantaged	454	455	99.78	531	537	98.88
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	78	78	100.00	68	68	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	225	418	53.83	58.30	91.00	155	294	52.72	65.76	93.00
Targeted Achievement Gap Group	225	417	53.96	56.18	91.00	155	294	52.72	64.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	684	1348	50.74	58.30	91.00	539	945	57.04	65.76	93.00
Targeted Achievement Gap Group	684	1346	50.82	56.18	91.00	539	944	57.10	64.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	206	387	53.23	58.30		141	270	52.22	65.87	
Hispanic	n < 10	n < 10	n < 10	71.16		n < 10	n < 10	n < 10	81.25	
White	11	21	52.38	47.50		8	15	53.33	55.00	
Economically Disadvantaged	225	417	53.96	56.40		155	294	52.72	64.50	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	9	69	13.04	30.36		10	41	24.39	27.68	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	235	490	47.96	61.18	92.00	109	299	36.45	57.61	81.00
Targeted Achievement Gap Group	235	487	48.25	59.88	92.00	109	299	36.45	55.74	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	738	1524	48.43	61.18	92.00	376	951	39.54	57.61	81.00
Targeted Achievement Gap Group	738	1520	48.55	59.88	92.00	376	950	39.58	55.74	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	215	453	47.46	61.02		99	275	36.00	56.64	
Hispanic	4	10	40.00	72.73		n < 10	n < 10	n < 10	81.25	
White	12	23	52.17	56.58		5	15	33.33	62.50	
Economically Disadvantaged	235	487	48.25	60.18		109	299	36.45	55.96	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	13	61	21.31	30.36		3	41	7.32	38.40	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	52	81	64.20	80.00	94.00
Targeted Achievement Gap Group	52	78	66.67	80.88	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	210	287	73.17	80.00	94.00
Targeted Achievement Gap Group	198	267	74.16	80.88	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	48	72	66.67	85.83	
Hispanic	n < 10	n < 10	n < 10	81.25	
White	n < 10	n < 10	n < 10	31.82	
Economically Disadvantaged	52	78	66.67	80.88	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	8	10	80.00	78.57	

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE  
November 2015**

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**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 1:  
TRADITIONAL LICENSURE**

**1-1.0 REGULATORY AUTHORITY AND PURPOSE**

- 1-1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.
- 1-1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004, 6-15-1703, 6-17-401 *et seq.*, 6-17-2601 *et seq.*, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, and 25-15-201 *et seq.*
- 1-1.03 The purposes of these Rules are to:
- 1-1.03.1 Establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;
  - 1-1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;
  - 1-1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;
  - 1-1.03.4 Implement as a prerequisite to licensure the requirement of college-level coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418;
  - 1-1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418;
  - 1-1.03.6 Provide for the issuance of provisional and standard licenses through nontraditional programs, under Ark. Code Ann. § 6-17-409; and
  - 1-1.03.7 Provide for a Lifetime Teaching License, under Ark. Code Ann. § 6-17-2601 *et seq.*
- 1-1.04 These Rules implement Arkansas law requiring that school districts provide six (6) professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1-1.04.1 It is noted here that higher education shall include within educator preparation programs curriculum that addresses requirements established by Arkansas statutes governing preparation for educator licensure, including without limitation, instruction in:

1-1.04.1.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1-1.04.1.2 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

1-1.05 In addition to the pathways to licensure contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:

1-1.05.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1-1.05.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or high school equivalency credential.

## 1-2.0 DEFINITIONS

For the purposes of these Rules:

1-2.01 **"Accelerated Teaching Program"** means a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

1-2.02 **"Accredited College or University"** means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.03 **"Accredited Guidance and School Counseling Program"** means a guidance and school counseling program that is offered by an accredited college or university, and the program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), or approved by the licensing authority of a state government.

1-2.04 **“Accredited Speech-Language Pathology” or “School Psychology Program”** means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

- 1-2.04.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or
- 1-2.04.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or
- 1-2.04.3 Approved by the National Association of School Psychologists; or
- 1-2.04.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.05 **“Accredited Educator Preparation Program”** means an educator preparation program that is:

- 1-2.05.1 Accredited by the Council for Accreditation of Educator Preparation (CAEP); or
- 1-2.05.2 Accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or
- 1-2.05.3 Approved by the licensing authority of a state government.

1-2.06 **“Additional Licensure Plan (ALP)”** means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) school years dependent on successful progress towards completion.

1-2.07 **“Administrator License”** means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

- 1-2.07.1 **“Curriculum/Program Administrator”** - a school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

- 1-2.07.1.1 Special Education;

- 1-2.07.1.2 Gifted and Talented Education;
- 1-2.07.1.3 Career and Technical Education;
- 1-2.07.1.4 Content Area Specialist, in a licensure content area;
- 1-2.07.1.5 Curriculum Specialist; or
- 1-2.07.1.6 Adult Education;
  
- 1-2.07.2 “Building-Level Administrator” - a principal, assistant principal, or vice principal in an Arkansas public school or in the Arkansas Correctional Schools;
  
- 1-2.07.3 “District-Level Administrator” - a superintendent, assistant/associate superintendent, or deputy superintendent.
  
- 1-2.08 “**Administrator Licensure Completion Plan (ALCP)**” means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) school years dependent on successful progress towards completion.
  
- 1-2.09 “**Affected District**” means a public school district that loses territory or students as a result of annexation, consolidation, or detachment.
  
- 1-2.10 “**Ancillary License**” means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
  
- 1-2.11 “**Approved Professional Development**” means the continuing learning experiences for educators that meet the standards and focus areas under the Department’s Rules Governing Professional Development.
  
- 1-2.12 “**ArkansasIDEAS**” means Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.
  
- 1-2.13 “**Arkansas Professional Pathway to Educator Licensure Program (APPEL)**” means the program administered by the Department, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

- 1-2.14 **“Breach of Fiduciary Trust”** means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.
- 1-2.15 **“Certified Mentor”** means a person who:
- 1-2.15.1 Holds a current Arkansas teaching or administrator’s license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a charter school; and
  - 1-2.15.2 Is certified by the Department’s Office of Educator Effectiveness as trained in the state-adopted mentoring model.
- 1-2.16 **“Charter School”** includes an open-enrollment public charter school, limited enrollment public charter school, conversion public charter school, or other type of public charter school authorized under Arkansas law.
- 1-2.17 **“Department”** means the Arkansas Department of Education.
- 1-2.18 **“Educational Entity”** means a school district, a charter school, or an education service cooperative.
- 1-2.19 **“Educational Setting”** for purposes of a Lifetime Teaching License, means the employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department, adult education setting or other agency/organization that employs licensed teachers for educational purposes.
- 1-2.20 **“Educator”** means any individual holding a license issued by the State Board, specifically including, without limitation, teachers, administrators, library media specialists, and counselors.
- 1-2.21 **“Endorsement”** means any licensure area or licensure level that may be added only to an existing Standard License.
- 1-2.22 **“Equity Plan”** means the Department’s Equitable Access to Excellent Educators Plan.
- 1-2.23 **“Good Standing”** means, for the purpose of reciprocity, that:
- 1-2.23.1 There are no ethics proceedings or proceedings on criminal offenses for which the license would be subject to sanctions in Arkansas pending against a licensee;

- 1-2.23.2 The licensee has not been sanctioned for an ethics violation or criminal offense for which the license would be subject to sanction in Arkansas during the two (2) most recent years of teaching experience, if any; and
- 1-2.23.3 The license has not been revoked by or is not currently under suspension in the licensing state or country based on an offense for which the license would be subject to sanction in Arkansas.
- 1-2.24 **“Highly-Qualified Teacher”** means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.
- 1-2.25 **“Internship”** means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.
- 1-2.26 **“LEADS”** is the acronym for the Leadership Excellence and Development System.
- 1-2.27 **“Level of Licensure”** or **“Licensure Level”** means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 1-2.28 **“Licensure Content Area”** means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.
- 1-2.29 **“Lifetime Teaching License”** means a standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.
- 1-2.30 **“Mentoring”** means the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.
- 1-2.31 **“Nontraditional Licensure Program”** means an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master’s Degree in Teaching Provisional and Standard Teaching License.
- 1-2.32 **“Novice Teacher”** means a licensed teacher employed under an employment contract with a public school, charter school, or school district who has less than

one (1) year of public school classroom teaching experience, not including student internship or substitute teaching.

1-2.33 **“Out-of-Area Position”** means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

1-2.34 **“Passing Score”** for a state-mandated basic-skills, pedagogical, or content-area assessment means the cut score on the assessment approved by the State Board.

1-2.34.1 A passing score on a basic-skills, pedagogical, or content-area assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

1-2.34.2 In lieu of the state-approved basic skills assessment, an applicant may substitute:

1-2.34.2.1 A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or

1-2.34.2.4 A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.

1-2.35 **“Preservice Teacher”** means an unlicensed person admitted to an educator preparation program approved by the Department that is offered by an institution of higher education in this state.

1-2.36 **“Private Credential Evaluation Agency”** means an independent agency approved by the Department that:

1-2.36.1 Is located in the United States; and

1-2.36.2 Provides an educational background assessment that:

1-2.36.2.1 Contains a course-by-course evaluation of the applicant’s transcript;

- 1-2.36.2.2 Indicates the applicant's major area of study and documents the candidate's cumulative grade point average;
  - 1-2.36.2.3 Documents whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university in the United States;
  - 1-2.36.2.4 Documents whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited educator preparation program or accredited speech-language pathology or school psychology program;
  - 1-2.36.2.5 Indicates the areas of licensure represented by the out-of-country license; and
  - 1-2.36.2.6 Documents which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.
- 1-2.37 **"Professional Development"** means a coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department.
- 1-2.38 **"Program of Study"** means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure, and is:
- 1-2.38.1 Provided by one (1) or more accredited colleges or universities;
  - 1-2.38.2 Aligned with Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas; and
  - 1-2.38.3 Approved by the Department.
- 1-2.39 **"Provisional License"** means a temporary non-renewable license issued by the State Board that allows the license holder to teach or work in Arkansas public schools.
- 1-2.39.1 In the nontraditional licensure context, a provisional license:

- 1-2.39.1.1 Is available to nontraditional licensure candidates who have not completed all requirements for a Standard Arkansas teaching license; and
- 1-2.39.1.2 Is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.
- 1-2.40 **“Provisional Professional Teaching License”** means a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.
- 1-2.41 **“Receiving or Resulting Public School District”** means a public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.
- 1-2.42 **“Reciprocity”** means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.
- 1-2.43 **“School Psychology Specialist”** means an individual holding an Ancillary License in School Psychology.
- 1-2.44 **“SPED 101 Academy”** means a three (3) credit hour course developed by institutions of higher education based on competencies developed in collaboration with the ADE’s Educator Preparation Unit, Special Education Unit, and public school districts, public charter schools, and education service cooperatives.
- 1-2.45 **“Speech Language Pathologist”** means an individual holding an Ancillary License in Speech Pathology.
- 1-2.46 **“Standard License”** means a five-year renewable license, issued by the State Board, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license.
- 1-2.47 **“Standard License Equivalent”** means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state’s public schools and is in good standing with the licensing state.
- 1-2.48 **“State Board”** means the Arkansas State Board of Education.
- 1-2.49 **“Successful Completion”**:

- 1-2.49.1 In relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license, means:
  - 1-2.49.1.1 Maintaining a minimum grade-point average (GPA) of 2.7 for undergraduate-level coursework; and
  - 1-2.49.1.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework; and
- 1-2.49.2 In relation to background checks, means that the individual cleared both the state and federal criminal history checks and cleared the Child Maltreatment Central Registry check as provided under the ADE Rules Governing Background Checks.

1-2. 50 **“Teacher of Record”** means an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

1-2.51 **“Teaching Experience”**, for the purpose of a Lifetime Teaching License, means the experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.

1-2.52 **“TESS”** means the Teacher Excellence and Support System.

1-2.53 **“Waiver”**, for purposes of Chapter 4 – General Provisions for all Licenses, means an approval granted by the Department allowing a public school district or charter school to employ:

- 1-2.53.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or
- 1-2.53.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 2:  
TRADITIONAL LICENSURE**

**2-1.0 STANDARD LICENSE REQUIREMENTS**

**Standard License – Traditional (Expired or No Previous License)**

**2-1.01** The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

- 2-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks.
  - 2-1.01.2.1 A preservice teacher who is disqualified from licensure or employment in a public school as a result of the background checks required under Ark. Code Ann. § 6-17-410(c) may apply for a waiver of the disqualification under the Rules Governing Background Checks;
- 2-1.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules;
- 2-1.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;
  - 2-1.01.4.1 An applicant whose post-secondary degree is from a non-accredited college or university outside of the United States, shall have his or her credentials evaluated by a Department-approved private credential evaluation agency.
- 2-1.01.5 Documentation of successful completion of an accredited educator preparation program.

- 2-1.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;
- 2-1.01.5.2 An applicant who has never been licensed and whose most recent licensure content area degree or educator preparation program was completed more than ten (10) years before the date of application shall be required to complete a current program of study as determined by an accredited educator preparation program;
- 2-1.01.6 For an applicant seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;
  - 2-1.01.6.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.
- 2-1.01.7 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.
- 2-1.01.8 For an applicant holding an expired license from another state, a copy of the expired license.
  - 2-1.01.8.1 An applicant holding an expired license from another state is not required to document completion of the basic-skills assessment required under Section 2-1.01.3; and
- 2-1.01.9 Documentation of the completion of the following professional development, which may be obtained on ArkansasIDEAS, from the applicant's teacher education program, or by another method of delivery approved by the Department under the Rules Governing Professional Development:
  - 2-1.01.9.1 Two (2) hours of parental involvement;
  - 2-1.01.9.2 Two (2) hours of child maltreatment training;

2-1.01.9.3 Two (2) hours of teen suicide awareness and prevention;  
and

2-1.01.9.4 Dyslexia awareness.

### **Standard License - Reciprocity**

2-1.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from another state:

- 2-1.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;
- 2-1.02.3 A copy of the out-of-state license(s) held by the applicant;
- 2-1.02.4 Certification from the state that issued the license that the license has been in good standing for the most recent two (2) years;
- 2-1.02.5 An official score report: (a) reflecting passing scores on the appropriate pedagogical and content-area assessments required by the licensing state; or (b) if the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules.
  - 2-1.02.5.1 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;
- 2-1.02.6 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;
- 2-1.02.7 Documentation of one (1) of the following:

- 2-1.02.7.1 Successful completion of a program of teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;
- 2-1.02.7.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education, or the Council for the Accreditation of Educator Preparation; or
- 2-1.02.7.3 Current certification from the National Board of Professional Teaching Standards; and
- 2-1.02.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; and
- 2-1.02.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:
  - 2-1.02.9.1 Two (2) hours of parental involvement;
  - 2-1.02.9.2 Two (2) hours of child maltreatment training;
  - 2-1.02.9.3 Two (2) hours of teen suicide awareness and prevention; and
  - 2-1.02.9.4 Dyslexia awareness.
- 2-1.04 The Department may recommend to the State Board that a person's Arkansas Standard License issued by reciprocity be revoked, suspended, or placed on probation if the out-of-state license is revoked, suspended, or placed on probation, as applicable, by the issuing state for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

#### **Provisional License – Traditional**

- 2-1.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

- 2-1.05.1 Submits a completed application for provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and
- 2-1.05.3 Meets all of the requirements of Sections 2-1.01 or 2-1.02 of these Rules except for:
  - 2-1.05.3.1 Successful completion of Arkansas History coursework required by Section 2-1.01.6; or
  - 2-1.05.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical assessments as mandated by the State Board, as required by 2-1.01.3.
- 2-1.05.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

### **Provisional License – Reciprocity**

- 2-1.06 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard License Equivalent, and who:
  - 2-1.06.1 Submits a completed application for provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
  - 2-1.06.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and
  - 2-1.06.3 Meets all of the requirements of Sections 2-1.01 through 2-1.04 of these Rules except for:
    - 2-1.06.3.1 Verification of the professional development required by 2-1.01.8;
    - 2-1.06.3.2 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or

Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; or

2-1.06.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.06.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

### **Provisional and Standard License – Out-of-Country Applicant**

2-1.07 The Office of Educator Licensure shall issue a two-year Provisional License to an applicant who holds an out-of-country license or its equivalent and who:

- 2-1.07.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.07.2 Is not a United States citizen and provides evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § 1621 for the state to issue a professional license;
- 2-1.07.3 Submits documentation of the successful completion of a Department-approved assessment of English-language skills;
- 2-1.07.4 Submits an official college transcript evaluation from a private credential evaluation agency approved by the Department;
- 2-1.07.5 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization in a position that requires an educator license;
- 2-1.07.6 Submits verification of professional development as required by 2-1.01.9; and
- 2-1.07.7 Meets all of the requirements of Sections 2-1.02 through 2-1.04 of these Rules, except for 2-1.02.5.

- 2-1.08 In the second year of the Provisional License, the applicant shall provide to the Department documentation of:
- 2-1.08.1 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.
  - 2-1.08.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.
- 2-1.09 During the two (2) years of provisional licensure, an out-of-country applicant shall participate in the mentoring required of novice teachers under the Department's Rules Governing Mentoring Programs.
- 2-1.10 The Department may rescind the Provisional License for the licensee's failure to meet any of the requirements for the Provisional License.
- 2-1.11 The Provisional License may be converted to a Standard License upon completion of all requirements in Sections 2-1.07 through 2-1.09.
- 2-1.11.1 Licensure content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 2-1.06.4 of these Rules. An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure content area, endorsement, or level.
  - 2-1.11.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.
- 2-1.12 The Department may recommend to the State Board that a person's Arkansas Standard License issued to an out-of-country applicant be revoked, suspended, or placed on probation if the out-of-country license is revoked, suspended, or placed on probation, as applicable, by the issuing country for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

## 2-2.0 ANCILLARY LICENSE REQUIREMENTS

2-2.01 The Office of Educator Licensure shall issue an Ancillary License in Speech-Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

- 2-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-2.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;
- 2-2.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and
- 2-2.01.4 Documentation of one (1) of the following:
  - 2-2.01.4.1 An official transcript documenting an awarded bachelor's and master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:
    - 2-2.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program, or a degree with equivalent competencies; or
    - 2-2.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or
  - 2-2.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, or Psychology, and successful completion of a graduate-level, accredited School Psychology program.

2-2.02 A licensure content area, endorsement, or level of licensure shall not be added to an Ancillary License and the applicant must first obtain a Standard License, except as follows:

- 2-2.02.1 An individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program

Administrator License in Special Education by meeting the criteria of 3-2.0 of these Rules.

## **2-3.0 ADDING ENDORSEMENTS, AREAS, AND LEVELS OF LICENSURE**

### **General Provisions**

2-3.01 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

- 2-3.01.1 A completed application for addition of area or level, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-3.01.2 If an endorsement requires a program of study (see Appendix A):
  - 2-3.01.2.1 An official transcript documenting successful completion of a program of study at an accredited educator preparation program, to include an internship if applicable in the licensure content area to be taught; and
  - 2-3.01.2.2 An official score report reflecting passing scores, as approved by the State Board, on the appropriate licensure content area assessment as mandated by the State Board.
- 2-3.01.3 When a licensure content area assessment is not approved or available for a specific licensure area, the Department may use a current Principles of Learning and Teaching exam.
- 2-3.01.4 For applicants seeking an endorsement for Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;
- 2-3.01.5 For applicants seeking an endorsement for Birth to Kindergarten (B-K), Elementary Education (K-6), documentation of successful completion of six (6) hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and if disciplinary literacy was not embedded in the six (6) hours, documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional

development piece in disciplinary literacy through ArkansasIDEAS;  
and

2-3.01.6 For applicants seeking an endorsement for Middle Childhood (4-8) documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

2-3.02 An educator may not use an endorsement as a platform for testing out of other areas and levels of licensure.

**Endorsement by testing out:**

2-3.03 The licensure content areas that may be added as an endorsement to a license by testing out are identified on Appendix A.

2-3.04 To add a level endorsement by testing out, the level to be added must be no more than one level above or one level below that of the original licensure level or licensure content area (See Appendix A), except as follows:

2-3.04.1 A person holding a Standard License with a licensure level of P-4, K-6, K-12, 4-8, or 7-12 may test out of the following licensure content areas:

- 2-3.04.1.1 Art;
- 2-3.04.1.2 Business;
- 2-3.04.1.3 Computer Science;
- 2-3.04.1.4 Foreign Language;
- 2-3.04.1.5 Music; and
- 2-3.04.1.6 Physical Education.

**Endorsement by program of study:**

2-3.05 The areas and levels of licensure that are not eligible for testing out and require a program of study are:

2-3.05.1 Any licensure level that is more than one (1) level above or one (1) level below that of the licensure level or area on the license first issued to the licensee by the Department. (See Appendix A);

2-3.05.2 As noted on Appendix A; and

2-3.05.3 The addition of a Curriculum/Program Administrator endorsement to an Ancillary License, an adult education license issued by the Department, or a career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career

Education. No other addition or endorsement may be made to an Ancillary License, an adult education license, or a career-technical permit. An applicant must first obtain a Standard License.

- 2-3.05.4 An individual holding a Standard License first issued with a guidance and school counseling licensure area may add Building-Level Administrator by meeting the requirements of Section 3-1.0 of these rules.
- 2-3.06 To add a K-6 or 7-12 Special Education Resource endorsement by program of study, an applicant shall:
  - 2-3.06.1 Hold a standard K-6 or 4-8 license, or a standard 7-12 license in a content area of English Language Arts, Mathematics, or Science;
  - 2-3.06.2 Document successful completion of nine (9) to twelve (12) hours of study in special education, to include:
    - 2-3.06.2.1 SPED 101 Academy;
    - 2-3.06.2.2 An additional nine (9) credit hours in special education except that three (3) college credit hours of a special education survey course successfully completed by the applicant in a previous program of study may count as three (3) of the nine (9) credit hours; and
  - 2-3.06.3 Document successful completion of the special education content area assessment approved by the State Board.
  - 2-3.06.4 The training or coursework, or in combination, under 2-3.07.2 shall include at a minimum multi-sensory reading instruction and classroom management for special education.

### **Addition of Areas and Endorsements by Reciprocity**

- 2-3.07 Except as otherwise provided herein, a Standard License issued by reciprocity shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.
  - 2-3.07.1 Licensure content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:
    - 2-3.07.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of

Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

- 2-3.07.1.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.
- 2-3.07.2 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement, or level is current.
- 2-3.07.3 Only the licensure content areas, levels, or endorsements specifically listed on an out-of-state license shall be recognized for licensure through reciprocity.
- 2-3.07.4 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 3:  
ADMINISTRATOR LICENSE REQUIREMENTS**

**3-1.0 Building-Level Administrator License**

3-1.01 The Office of Educator Licensure shall issue a Building-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a current, Arkansas Standard License for a licensure content area, as a school counselor that was issued as a first-time licensure content area, or for a career and technical area as provided in these rules:

- 3-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-1.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;
  - 3-1.01.2.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-1.01.3 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship aligned with Arkansas Teaching Standards and competencies, with experiences at both the K-6 and 7-12 grade levels;
  - 3-1.01.3.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

- 3-1.01.5 Subject to Section 3-1.01.8, documentation of at least four (4) years of P-12 experience as an educator who holds a valid standard license.
  - 3-1.01.5.1 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, either:
    - 3-1.01.5.1.1 With a minimum of fifty percent (50%) of each day directly engaged in instruction with students in a classroom setting; or
    - 3-1.01.5.1.2 As a guidance and school counselor.
  - 3-1.01.5.2 For purposes of this Chapter 6, the term “Standard License” does not include an ancillary license or technical permit.
  - 3-1.01.5.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.
  - 3-1.01.5.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the educator has obtained a bachelor’s degree or higher in:
    - 3-1.01.5.4.1 The career and technical education area taught by the educator; or
    - 3-1.01.5.4.2 Another licensure content area that is related to the career and technical education area taught by the educator; and
- 3-1.01.6 Documentation that the educator has successfully completed the training for administrators and evaluators on the implementation of the Teacher Excellence and Support System.
  - 3-1.01.6.1 A person who receives a Building-Level Administrator’s license shall complete the certification assessment for the training before or after receiving the Building-Level Administrator’s license.
- 3-1.01.7 The Commissioner of Education may approve an applicant’s request for a waiver from the four-year requirement in Section 3-1.01.5 if the

applicant provides evidence, acceptable to the Commissioner, that the applicant is enrolled in a leadership program that supports the Department's equity plan.

### **3-2.0 Curriculum/Program Administrator License**

3-2.01 The Office of Educator Licensure shall issue a Curriculum/Program Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

- 3-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-2.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;
  - 3-2.01.2.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-2.01.3 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;
  - 3-2.01.3.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-2.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;
- 3-2.01.5 Subject to Section 3-2.01.7, documentation of at least four (4) years of licensed experience in the relevant area as follows:

- 3-2.01.5.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;
- 3-2.01.5.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;
- 3-2.01.5.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the educator has obtained a bachelor’s degree or higher in:
  - 3-2.01.53.1 The career and technical education area taught by the educator; or
  - 3-2.01.5.3.2 Another licensure content area that is related to the career and technical education area taught by the educator, as determined by the Department;
- 3-2.01.5.3 Content Area Specialist – Classroom teaching experience in a licensure content area;
- 3-2.01.5.4 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or
- 3-2.01.5.5 Adult Education – Classroom teaching experience in the area of adult education.
- 3-2.01.5.6 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 3-2.01.5.7 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

- 3-2.01.6 The Commissioner of Education may approve an applicant's request for a waiver from the four-year requirement in Section 3-2.01.5 if the applicant provides evidence, acceptable to the Commissioner, that the applicant is enrolled in a leadership program that supports the Department's equity plan.

### **3-3.0 District-Level Administrator License**

3-3.01 The Office of Educator Licensure shall issue a District-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

- 3-3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-3.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;
  - 3-3.01.2.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-3.01.3 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;
  - 3-3.01.3.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-3.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and
- 3-3.01.5 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

- 3-3.01.5.1 One (1) year of experience is defined as requiring a minimum of one hundred sixty (160) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.
- 3-3.01.5.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 4:  
GENERAL PROVISIONS FOR ALL LICENSES**

**4-1.0 LICENSE EFFECTIVE DATES**

- 4-1.01 A Standard License, Ancillary License, or Technical Permit is a renewable license, valid for a period of five (5) years.
- 4-1.02 A first-time license is effective from the first date of issuance through December 31 of the fourth full calendar year following the year of the issue date.
  - 4-1.02.1 The first year of a first-time license issued after January 1 of the calendar year shall expire on December 31 even if the first year is not a full calendar year.
- 4-1.03 Addition of an endorsement, including an Administrator's License, licensure content area, or level of licensure to a license shall reflect the actual date of the addition and the same expiration date as the licensee's Standard License.
- 4-1.04 The renewal of a license, including all endorsements, licensure content areas, and levels of licensure for the license, is effective from January 1 of the year following the expiration date of the old license, or if the old license was expired for more than one (1) year, January 1 of the year renewed, and expires on December 31 of the year of renewal.
- 4-1.05 A Provisional License is effective on the date of issuance stated on the license and expires on the last day of the provisional license period.

**4-2.0 LICENSE RENEWAL**

- 4-2.01 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

**Professional Development Requirements for License Renewal - Generally**

- 4-2.02 Except as specifically provided in these Rules for Educator Licensure, no license issued by the State Board may be renewed unless the following requirements of this Section 4-2.0 are met.
  - 4-2.02.1 Every individual holding a license issued by the State Board shall document completion of the minimum hours of approved professional

development required annually each school year under Section 4-2.03 of these Rules.

4-2.02.2 Professional development completion may be documented by:

4-2.02.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

4-2.02.2.2 Submitting proof of completion of professional development hours attended.

4-2.02.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

4-2.02.4 A retired teacher who returns to licensed employment shall complete the professional development required for the year in which the person applies for license renewal and in each year thereafter while employed in a licensed position.

### **Minimum Annual Professional Development Requirements**

4-2.03 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license, which shall include, at a minimum:

4-2.03.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

4-2.03.2 Professional development required by law or by rule.

### **Scheduled Professional Development**

4-2.04 The professional development required under this Section 4-2.04 shall include content that is provided by:

4-2.04.1 The Department, including ArkansasIDEAS;

4-2.04.2 An institution of higher education;

4-2.04.3 A provider approved by the Department;

4-2.04.4 An education service cooperative.

- 4-2.05 The two (2) hours in each area of professional development required under this Section 4-2.0 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.
- 4-2.06 If an educator obtains additional hours above the minimum requirements of this Section 4-2.0, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.
- 4-2.07 As part of the minimum annual requirement under these Rules, a public school or school district shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule:

4-2.07.1 Child Maltreatment Mandated Reporter

4-2.07.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

- (a) Recognizing the signs and symptoms of child maltreatment;
- (b) The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;
- (c) Methods for managing disclosures regarding child victims; and
- (d) Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

4-2.07.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

4-2.07.2 Parent Involvement

4-2.07.2.1 In the 2014-2015 school year and every fourth school year thereafter, each educator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

4-2.07.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

4-2.07.3 Teen Suicide Awareness and Prevention

4-2.07.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

4-2.07.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by the Department.

4-2.07.4 Arkansas History

4-2.07.4.1 In the 2016-2017 school year and every fourth school year thereafter, each educator who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

**4-2.08 Professional Development Requirements for Specific Licensure Areas**

4-2.08.1 Administrator

4-2.08.1.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4-2.08.1.2 This training may include without limitation the Initial, Tier 1 and Tier 2 training required for superintendents and district designees by the Department's Rules Governing

the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

4-2.08.1.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

4-2.08.1.3.1 An educator who receives a building-level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the building-level administrator's license.

4-2.08.2 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or conditions that may be encountered by a student during athletic training and physical activities:

4-2.08.2.1 A concussion, dehydration, or other health emergency;

4-2.08.2.2 An environmental issue that threatens the health or safety of students; and

4-2.08.2.3 A communicable disease.

4-2.08.2.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

4-2.08.3 Advanced Placement

Each hour of approved training received by educators related to teaching an Advanced Placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

4-2.08.4 Adult Education

Educators working solely part time in one of the following settings shall obtain thirty (30) hours of professional development annually for licensure.

- 4-2.08.4.1 Adult basic education;
- 4-2.08.4.2 General adult education;
- 4-2.08.4.3 English as a second language for adults; and
- 4-2.08.4.4 High school equivalency test examiners.

### **Renewal of Current / Recently Expired Licenses**

4-2.09 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

- 4-2.09.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 4-2.09.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and
- 4-2.09.3 Documentation of professional development completion, as required by Section 4-2.0.
  - 4-2.09.3.1 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.
- 4-2.09.4 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:
  - 4-2.09.4.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, charter school, education service cooperative, or the Department;
  - 4-2.09.4.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and
  - 4-2.09.4.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the

background check and professional development requirements of Sections 4-2.02 through 4-2.07 and 4-2.09.2.

### **Renewal of Licenses Expired More Than One (1) Year**

4-2.10 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

- 4-2.10.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 4-2.10.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and
- 4-2.10.3 Documentation of completion of sixty (60) or more hours of approved professional development.
- 4-2.10.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

4-2.11 A person who holds an Arkansas teaching license that is expired for more than one (1) year, who obtained the license before state-mandated licensure assessments were required by law and by rule for licensure, and who has less than three (3) years of teaching experience shall be allowed to renew that teaching license by:

- 4-2.11.1 Passing the content-area assessment for the requested license; and
- 4-2.11.2 Completing the requirements of Section 4-2.10.

### **4-3.0 MISCELLANEOUS PROVISIONS**

4-3.01 A Standard or Ancillary License may reflect the highest earned degree awarded to the licensee in:

- 4-3.01.1 Education, if the degree was awarded by an accredited teacher education program;
- 4-3.01.2 Educational Leadership, if the degree was awarded by an accredited college or university;

- 3-2.05.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;
  - 4-3.01.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or
  - 4-3.01.5 A licensure content area, if the degree was awarded by an accredited college or university.
- 4-3.02 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133, Ark. Code Ann. § 6-17-709, and the Department's Rules Governing Professional Development.
- 4-3.03 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § 1621 for the state to issue a professional license.
- 4-3.04 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).
- 4-3.05 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 4-3.06 will be null and void.
- 4-3.06 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.
- 4-3.07 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.
- 4-3.08 Any license issued by the Department is subject to revocation by the State Board pursuant to the Department's Rules Governing Background Checks.

## **4-4.0 WAIVERS FOR PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

### **4-4.01 Contracted Positions (ALP/ALCP)**

Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued to the school pursuant to this Section 4-4.0.

- 4-4.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.
- 4-4.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an Administrator Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.
- 4-4.01.3 Notwithstanding the other provisions of this Section 4-4.0, if the State Board or the Commissioner of Education orders the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.
- 4-4.01.4 This section 4-4.01 shall not apply to:
  - 4-4.01.4.1 Non-degreed vocational-technical teachers; or
  - 4-4.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department's distance learning program.

### **Additional Licensure Plan (ALP)**

- 4-4.02 The Office of Educator Licensure shall issue an ALP to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP.
  - 4-4.02.1 An ALP is valid for a maximum of three (3) school years and is not renewable.

- 4-4.02.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:
  - 4-4.02.2.1 Successfully completes within the three (3) year period of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and
  - 4-4.02.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.
- 4-4.03 An ALP requiring testing shall remain valid only so long as the applicant, by the end of each year of the ALP, either:
  - 4-4.03.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or
  - 4-4.03.2 Successfully completes a minimum of three (3) hours of coursework in the licensure content area at an accredited college or university in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.
- 4-4.04 A school district may request an ALP for a person or a position one (1) time.
  - 4-4.04.1 If the person does not make the progress required under 4-4.02.2, he or she is not eligible for another ALP in the same licensure content area.
  - 4-4.04.2 If the person in the position for which the ALP was approved leaves the school district:
    - 4-4.04.2.1 The ALP may transfer with the person as long as the person is making the progress required under 4-4.02.2; and
    - 4-4.04.2.2 The school district may continue to use the ALP for the position until either the original expiration date of the ALP or the date the position is filled by an appropriately licensed individual.

- 4-4.05 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued pursuant to Section 4-4.0 of these Rules.
- 4-4.06 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of Sections 4-4.01 through 4-4.05.

### **Administrator Licensure Completion Plan (ALCP)**

- 4-4.07 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:
- 4-4.07.1 Submits a completed application for an ALCP;
    - 4-4.07.1.1 The application must be verified by the Educational Leadership Chair of the accredited college or university where the degree or program of study is offered;
  - 4-4.07.2 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;
    - 4-4.07.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency, or organization; and
  - 4-4.07.3 Meets all of the requirements of Section 3-1.01, 3-2.01, or 3-3.01 of these Rules except for:
    - 4-4.07.3.1 Successful completion of an awarded master's or higher degree as required by Section 3-1.01.3, 3-2.01.3, or 3-3.01.3;
    - 4-4.07.3.2 Successful completion of a graduate-level program of study as required by Section 3.1.01.4, 3-2.01.3, or 3-3.01.3; or
    - 4-4.07.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 3-1.01.5, 3-2.01.5, or 3-3.01.5.
  - 4-4.08.4 An ALCP is valid for a maximum of three (3) school years, is not renewable, and shall remain valid so long as the applicant:

- 4-4.08.4.1 Remains employed with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;
- 4-4.08.4.2 Holds the degree required by Section 3-1.01.5, 3-2.01.5, or 3-3.01.5, or remains enrolled and actively participates in the appropriate degree program; and
- 4-4.08.4.3 Has completed or remains enrolled and actively participates in the appropriate program of study required by Section 3.1.01.4, 3-2.01.4, or 3-3.01.4.
- 4-4.08.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.
- 4-4.09.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Chapter 4, Section 4-4.0 of these Rules.

#### **Waiver (ALP/ALCP)**

- 4-4.10 The Office of Educator Licensure may grant a public school, agency, or organization a one-year waiver of the requirements of Sections 4-4.01 through 4-4.09 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.
- 4-4.11 A request for waiver shall be submitted by the superintendent of the public school district or director of the charter school and shall include:
  - 4-4.11.1 A listing of all licensed employees employed by the school district or charter school, including for each licensed employee:
    - 4-4.11.1.1 Social Security number;
    - 4-4.11.1.2 Current licensure area(s);
    - 4-4.11.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

- 4-4.11.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and
- 4-4.11.1.5 All prior school years in which the employee was employed in an out-of-area position;
- 4-4.11.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;
- 4-4.11.3 A written plan with timelines for completion of the ALP or ALCP requirements; and
- 4-4.11.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 4-4.02, 4-4.03, or 4-4.08.
- 4-4.12 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.
- 4-4.13 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) instructional days after the date of the assignment.
  - 4-4.13.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.
- 4-4.14 The final decision regarding the granting of a waiver rests with the State Board.

### **Substitute Teachers**

- 4-4.15** Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection, and utilization of those who will be used as substitutes as is given to licensed personnel.

- 4-4.15.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:
  - 4-4.15.1.1 Be a high school graduate; or
  - 4-4.15.1.2 Hold a high school equivalency test certificate.
- 4-4.15.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive instructional days in the same class during a school year unless the substitute teacher instructing the class has:
  - 4-4.15.2.1 A bachelor's or higher degree awarded by an accredited college or university; or
  - 4-4.15.2.2 A current Standard Teaching License, Ancillary License, Provisional License, Administrator's License, or Lifetime Teaching License issued by the State of Arkansas.
- 4-4.15.3 A public school shall request a waiver for each semester, not to exceed two (2) consecutive semesters to employ a substitute teacher whenever a class of students will be receiving instructions from the substitute teacher for longer than thirty (30) consecutive instructional days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.
- 4-4.15.4 A public school may not avoid a waiver request by:
  - 4-4.15.4.1 Relying on the license of another teacher or administrator in the building who is not the assigned substitute teacher and is not actively teaching the class;
  - 4-4.15.4.2 Terminating the services of a substitute teacher(s) prior to the thirty-first (31st) instructional day;
  - 4-4.15.4.3 Granting the substitute teacher one (1) or more days of personal or administrative leave; or
  - 4-4.15.4.4 Using any other method of circumventing the intent of the law or these rules.
- 4-4.15.5 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) consecutive instructional days after the date of the assignment.

- 4-4.15.6 This Section 4-4.15 shall not apply to non-degreed vocational-technical teachers.
- 4-4.15.7 The superintendent of a public school district or director of a charter school may apply for a waiver from the State Board if the requirements set forth in this Section 4-4.15 impose an undue hardship on the school or district.
  - 4-4.15.7.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:
    - 4-4.15.7.1.1 A justification of need for the waiver;
    - 4-4.15.7.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;
    - 4-4.15.7.1.3 Instructional area that will be assigned to the substitute teacher, and
    - 4-4.02.8.1.4 The length of time the substitute will be employed.
  - 4-4.15.7.2 Waivers for use of a substitute teacher for longer than thirty (30) consecutive instructional days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.
  - 4-4.15.7.3 Applications for waivers shall be reviewed by the Department and presented to the State Board for its decision.
  - 4-4.15.7.4 The final decision regarding the granting of this waiver will rest with the State Board.
  - 4-4.15.7.5 Any school district or charter school granted this waiver will be reported in the Department's annual school district or school report card.

#### **4-5.0 RENEWAL OF INITIAL OR PROVISIONAL LICENSES ISSUED UNDER OLD RULES**

- 4-5.01 A licensee holding a current or expired “Initial Teaching License” issued by the State Board pursuant to the Department’s Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may renew the license as a Standard License pursuant to Section 4-2.0 of these rules.
- 4-5.02 A licensee holding a current or expired “Initial Administrator License” issued by the State Board pursuant to the Department’s Rules Governing Initial and Standard / Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may renew the license as a standard Administrator License under the applicable provisions of Chapter 3 of these rules.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 5:  
NONTRADITIONAL LICENSURE**

**5-1.0 GENERAL REQUIREMENTS FOR NONTRADITIONAL LICENSURE**

5-1.01 Unless specifically provided otherwise herein, each applicant for a provisional license issued under this Chapter 5 shall document the following:

- 5-1.01.1 A completed application form for the applicable nontraditional licensure program, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 5-1.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
  - 5-1.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency;
- 5-1.01.3 A minimum cumulative undergraduate or graduate grade point average (GPA) of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework;
- 5-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the state required basic skills assessment.
  - 5-1.01.4.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessment(s);
- 5-1.01.5 An official score report evidencing passing scores on the state-required assessments for the licensure content area in which the applicant seeks to teach; and

- 5-1.01.6 Before a candidate may enter a public school classroom, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 5-1.02 A Provisional Teaching License under this Chapter 5 is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board.
  - 5-1.02.1 A Middle Childhood 4-8 participant must be licensed in two (2) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.
  - 5-1.02.2 A Secondary participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.
    - 5-1.02.2.1 To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas.
    - 5-1.02.2.2 A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.
- 5-1.03 Unless specifically provided otherwise herein, each applicant for a Standard License issued under this Chapter 5 shall document the following:
  - 5-1.03.1 A completed application for licensure;
  - 5-1.03.2 Payment of the applicable licensure fee;
  - 5-1.03.3 An official score report evidencing passing scores on the state-required pedagogical assessment, basic-skills assessment, and content-area assessments for the licensure content area in which the applicant seeks to teach;
  - 5-1.03.4 For applicants seeking licensure in Middle Childhood (4-8), or Secondary Social Studies (7-12), document the successful completion of three (3) college credit hours in Arkansas History at an accredited

college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

5-1.03.5 As required by the grade level or licensure content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (completed with a grade of “B” or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

5-1.03.6 Document the completion of the following professional development through the Arkansas IDEAS Portal:

5-1.03.6.1 Two (2) hours of parental involvement;

5-1.03.6.2 Two (2) hours of child maltreatment training;

5-1.03.6.3 Two (2) hours of teen suicide awareness and prevention;  
and

5-1.03.6.4 Dyslexia awareness.

5-1.04 An individual who holds a provisional license under this Chapter 5 must participate in mentoring as required for novice teachers under the Department’s Rules Governing Mentoring Programs or a substantial equivalent offered by the accelerated teaching program and approved by the Department.

5-1.05 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § 1621 for the state to issue a professional license.

## **5-2.0 ARKANSAS PROFESSIONAL PATHWAY TO EDUCATOR LICENSURE (APPEL)**

5-2.01 An applicant for a Provisional Teaching Licensure under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.

5-2.02 An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.

5-2.03 An APPEL participant who successfully completes the APPEL program and meets the requirements of Section 5-1.03 may obtain a Standard License.

5-2.04 Annual enrollment in the APPEL program may be limited by:

5-2.04.1 Licensure requirements;

5-2.04.2 Licensure area and level of candidates (shortage areas and areas under the Department's equity plan may be given preference);

5-2.04.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5-2.05 The Department may refuse to admit for enrollment in the APPEL program a person who has been dismissed from an educator preparation program at an institution of higher education.

### **5-3.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE**

5-3.01 A Provisional Professional Teaching License (PPTL) is:

5-3.01.1 A nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school; and

5-3.01.2 Issued for one (1) or more licensure content areas.

5-3.02 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, to obtain a Provisional Professional Teaching License a candidate must:

5-3.02.1 Have a minimum of three (3) years of working experience in the licensure content area of the class to be taught.

5-3.02.2 Be offered employment to teach classes for credit in an Arkansas public school.

5-3.02.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.

5-3.02.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.

- 5-3.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department.
  - 5-3.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the annual professional development required for a Standard Teaching License.
- 5-3.04 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:
  - 5-3.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure.
    - 5-2.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation; and
  - 5-3.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure.

#### **5-4.0 ACCELERATED TEACHING PROGRAM**

- 5-4.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:
  - 5-4.01.1 Is a participant in an accelerated teaching program; and
  - 5-4.01.2 Is teaching in an Arkansas public school.
- 5-4.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must furnish evidence of successful completion of the accelerated teaching program.
- 5-4.03 If Arkansas History is required, an applicant who meets all requirements of Section 5-4.03 except completion of the Arkansas History requirement and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

## **5-5.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE**

5-5.01 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, an individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

- 5-5.01.1 Submits evidence of enrollment in a master's degree in teaching program that:
  - 5-5.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;
  - 5-5.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program; and
  - 5-5.01.1.3 Is approved by the Department under the *ADE Policies Governing Programs for Educator Licensure Offered By Institutions of Higher Education in Arkansas*;
- 5-5.01.2 Maintains a cumulative grade point average in the master's degree in teaching program of no less than 3.0 (4.0 scale); and
- 5-5.01.3 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s).
- 5-5.01.4 A candidate in a Special Education MAT program shall document successful completion of the following before a provisional license may be issued:
  - 5-5.01.4.1 SPED 101 Academy;
  - 5-5.01.4.2 Three (3) credit hours in special education; and
  - 5-5.01.4.3 The appropriate content area assessment for special education.

- 5-5.03 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must submit official transcript(s) documenting an awarded master's degree in teaching from an accredited institution of higher education.
- 5-5.04 For an applicant who was not employed as a teacher-of-record and did not hold a Master's Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a Master's Degree in Teaching if the applicant has completed all other requirements under Section 5-5.03 but has not successfully completed:
- 5-5.04.1 The Arkansas History requirement under 5-1.03.4 if required; or
  - 5-4.04.2 The instruction in reading and disciplinary literacy required under Section 5-1.03.5.
- 5-5.05 An individual receiving a Standard Teaching License under this Section 5-5.0 who was employed in a private school but not mentored under these rules while in a Master's Degree in Teaching program shall upon employment in a public school participate in mentoring as required for novice teachers under the Department's Rules Governing Educator Mentoring Programs, unless the individual has completed mentoring or a substantial equivalent in an in-state private school or border-state private or public school settings.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE  
CHAPTER 6:  
LIFETIME TEACHING LICENSE**

**6-1.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE**

6-1.01 Applicants for the Standard Lifetime shall meet the following eligibility requirements:

6-1.01.1 Hold a current, or expired standard Arkansas teaching license;

6-1.01.2 Be at least (62) years of age; and

6-1.01.3 Either:

6-1.01.3.1 Have worked in an educational setting while maintaining an Arkansas teaching license, or

6-1.01.3.2 Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching, or educational innovation;

6-1.02 Applicants shall apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks upon application for the Lifetime Teaching License.

6-1.02.1 The required background check or Child Maltreatment Central Registry check cannot be older than one year at the time of application.

**6-2.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE**

6-2.01 The Department shall issue a Lifetime Teaching License upon:

6-2.01.1 The applicant submitting to the Office of Educator Licensure at the Department a completed application requesting the Lifetime Teaching License, using the application form developed by the Department;

6-2.01.2 The applicant meeting the eligibility requirements in Section 6-1.0 of these rules; and

- 6-2.01.3 The application being approved by the State Board.
- 6-2.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.
- 6-2.03 A teacher holding a Lifetime Teaching License is not required to renew his or her teaching license.
- 6-2.04 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.
- 6-2.05 A Lifetime Teaching License holder is not subject to the requirements for annual professional development , except as provided in Section 6-3.02.2 of this rule.
- 6-2.06 The Lifetime Teaching License shall terminate upon the death or legal incapacity of the license holder.

### **6-3.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS**

- 6-3.01 A Lifetime Teaching License holder is eligible to serve a school district, educational services cooperative or the Department in the following capacities:
  - 6-3.01.1 Substitute teacher
  - 6-3.01.2 Tutor
  - 6-3.01.3 Mentor
  - 6-3.01.4 Test Investigator
  - 6-3.01.5 Scholastic Audit Consultant
  - 6-3.01.6 Others as defined by the Department
- 6-3.02 A Lifetime Teaching License holder who becomes employed full-time or part-time by a school district, education service cooperative as a licensed educator, or by the Department in a position that requires a current license issued by the State Board shall:
  - 6-3.02.1 Apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks; and
  - 6-3.02.2 Participate in the professional development programs as required by the employing school district, cooperative or Department.

- 6-3.02.2.1 A Lifetime Teaching License holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.
- 6-3.02.3 A school district that hires a Lifetime Teaching License holder shall notify the Department of the within thirty (30) days of the employment of the Lifetime Teaching License holder.

## Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.A  
FIRST-TIME LICENSURE AREAS

LICENSURE CONTENT AREA:	AVAILABLE LICENSURE LEVEL (see also Chart 3.)						
	B-K	K-6	4-8	7-12	K-12	4-12	PS
ECH/SP.ED INTEGRATED	X						
ELEMENTARY		X					
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.			X				
BIOLOGY/LIFE SCIENCE				X			
CHEMISTRY				X			
PHYSICS				X			
PHYSICAL SCIENCE				X			
ENGLISH LANG ARTS				X			
SOCIAL STUDIES				X			
PHYSICS/MATHEMATICS				X			
MATHEMATICS				X			
DRAMA				X			
SPEECH				X			
ART					X		
VOCAL MUSIC					X		
INSTRUMENTAL MUSIC					X		
DRAMA / SPEECH					X		
PHYSICAL EDU / HEALTH					X		
SPECIAL EDUCATION					X		
FOREIGN LANGUAGES					X		
GUIDANCE & SCHOOL COUNSELING					X		
ADULT EDUCATION							X
COMPUTER SCIENCE						X	
<b>CAREER AND TECHNICAL EDUCATION:</b>							
BUSINESS TECHNOLOGY						X	
MARKETING TECHNOLOGY				X			
AGRICULTURE SCIENCE & TECH				X			
FAMILY & CONSUMER SCIENCE				X			
INDUSTRIAL TECHNOLOGY				X			

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

**Appendix A: LEVELS AND AREAS OF LICENSURE**

CHART 1.B  
ENDORSEMENT TO STANDARD LICENSE

LICENSURE CONTENT AREA:	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	AGE 3-4	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
*ECH/SP.ED INTEGRATED		X							
*AGE 3-4 ECH	X								
**AGE 3-4 SP. ED	X								
ELEMENTARY			X						
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.				X					
BIOLOGY/LIFE SCIENCE					X				
CHEMISTRY					X				
PHYSICS					X				
***PHYSICAL SCIENCE					X				
EARTH SCIENCE					X				
ENGLISH LANG ARTS					X				
SOCIAL STUDIES					X				
PHYSICS/MATHEMATICS					X				
MATHEMATICS					X				
DRAMA					X				
SPEECH					X				
JOURNALISM					X				
ART						X			
VOCAL MUSIC						X			
INSTRUMENTAL MUSIC						X			
DRAMA / SPEECH						X			
PHYSICAL EDU / HEALTH						X			
SPECIAL EDUCATION						X			
* VISUAL SPECIALIST						X			
* HEARING SPECIALIST						X			
FOREIGN LANGUAGES						X			
* GUIDANCE & SCHOOL COUNSELING						X			
*ADULT EDUCATION									X
*DYSLEXIA THERAPIST						X			
COMPUTER SCIENCE							X		
BUSINESS TECHNOLOGY							X		
MARKETING TECHNOLOGY					X				
AGRICULTURE SCIENCE & TECH					X				
FAMILY & CONSUMER SCIENCE					X				
INDUSTRIAL TECHNOLOGY					X				

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	AGE 3-4	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
<b>ADMINISTRATOR LICENSURE:</b>									
*DISTRICT-LEVEL ADMINISTRATOR								X	
*BUILDING-LEVEL ADMINISTRATOR								X	
*CURRICULUM/PROGRAM ADMINISTRATOR								X	

\* These areas cannot be added to a standard license by testing out.

\*\* Must hold a special education license to test out of age 3-4 special education

\*\*\* The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

**Appendix A: LEVELS AND AREAS OF LICENSURE**

CHART 2.  
ENDORSEMENT BY PROGRAM OF STUDY ONLY

	AVAILABLE LICENSURE LEVEL				
	AGE 3-4	K-6	5-6	K-12	P-12
<b>EXCEPTION AREA ENDORSEMENTS:</b> (EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.)					
LIBRARY MEDIA SPECIALIST				X	
READING SPECIALIST				X	
GUIDANCE & SCHOOL COUNSELING				X	
GIFTED & TALENTED				X	
ENGLISH AS A SECOND LANGUAGE				X	
EDUCATIONAL EXAMINER				X	
COACHING				X	
INSTRUCTIONAL FACILITATOR				X	
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE; NON-SPECIAL ED)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			
DYSLEXIA THERAPIST				X	
<b>EDUCATIONAL LEADERSHIP &amp; SUPERVISION:</b>					
DISTRICT-LEVEL ADMINISTRATOR					X
BUILDING-LEVEL ADMINISTRATOR					X
CURRICULUM/PROGRAM ADMINISTRATOR					X
<b>ANCILLARY STUDENT SERVICES:</b>					
SCHOOL PSYCHOLOGY SPECIALIST				X	
SPEECH LANGUAGE PATHOLOGY				X	

## Appendix A: LEVELS AND AREAS OF LICENSURE

### CHART 3. ENDORSEMENT BY TESTING OUT

This chart is to be used in conjunction with Chart 1. Exceptions to the testing out requirements may be found in Section 2-3.04 of these rules.

	AVAILABLE ENDORSEMENT LEVEL					
	AGE 3-4 SP. ED.	K-6	4-8	4-12	7-12	K-12
<b>FIRST-TIME LICENSURE LEVEL FOR ANY CONTENT AREA:</b>						
B-K Integrated		X				
P-4*		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X		
K-12			X	X	X	X
K-12 SP. ED	X	X	X	X	X	X

\* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.

<b>Respondent:</b> Cynthia Lowe	<b>Date:</b> 7/29/15	<b>Comment (Middle Childhood Praxis Exams):</b> <p>I am a 2014 graduate of Arkansas State University, graduating with a Bachelor of Science degree in Mid- Level Education with an emphasis on English Language Arts and Social Studies. Since 2014, I have attempted to take the Praxis II Mid-Level English Language Arts exam several times and have not passed it yet. In the past four years of my college education, I have taken numerous classes over English Language Arts. I have never received a low grade and graduated with honors. In all of my observation classes for ASU, I have been placed in an ELA classroom. I have always wanted to be an English teacher and have tutored several students to further help them achieve my love and understanding of English classes. When I began taking the Praxis II ELA exams, I never imagined that I would fail the test. These tests are so expensive that I knew I could not afford to take them more than once. I have three children and my husband is the only person working in our household. Money is very tight. I bought the study guides and books needed to pass the Praxis exams and took dozens of practice exams online. Once again, I failed the test. This discouraged me so much that I almost gave up ever taking it again, but my children talked me into taking it one more time. When I took the exam in June, I was as prepared as I could be. I had read three books, bought ebook help guides, and took more practice tests over the internet before I went to take the exam. When I saw the Constructed Response question on the exam, I was so happy, because I had studied almost the exact question and knew it very well. To my surprise, I scored above average on the reading but only scored a 5 on the Constructed Response which scored below the average score! I was completely devastated. I consider myself very well informed on the English Language Art content area and feel that if I cannot pass; I do</p>	<b>ADE Response:</b> <p>Changing the requirements for middle-level licensure would be considered a “substantive change” from the proposed rules and would require the rules to be re-submitted for public comment. The current emergency rules expire in November; therefore, permanent rules must be approved prior to the expiration of the emergency rules. Re-submission for public comment would not allow time for permanent rule approval prior to the expiration of the emergency rule. Therefore, the Department will convene a group of stakeholders including Dean’s from the Colleges of Education, the Arkansas Department of Higher Education, teacher and administrator representatives to review the middle level licensure requirements and take appropriate action.</p>
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		<p>not see how anyone else can either. The Praxis II exam is not only expensive, it is very hard. We are paying \$140.00 to take this test. I believe this is the highest price paid for a Praxis exam. I do not know what the problem is that most of my classmates and I cannot pass this exam. I would like the Department of Education to help the future educators by either making it mandatory to only pass one content area exam and PLT or lower the cost so that people like me can afford to take it multiple times. Also, I believe that the scores should be lowered on the ELA exam. A passing grade use to be 145, I believe, and now it is a 160. Several classmates have commented that they will have to go into another field if something is not done to correct this. Arkansas needs great educators and I feel that by concentrating on this exam to ensure our license is a mistake. Please correct this.</p>	
<p><b>Respondent:</b> Martin Mitchell, Teacher, Greene County Tech School District</p>	<p><b>Date:</b> 7/29/15</p>	<p><b>Comment (Middle Childhood Praxis Exams):</b></p> <p>I graduated from Arkansas State University-Jonesboro in May 2014. I was hired at a school on a provisional license in July 2014 and had to resign October 22, 2014 due to not passing (again) a praxis test.</p> <p>I began taking my Praxis 2 test in August 2012. At that point, the test had not been change. We did all content knowledge and the PLT. I took both in one day, passing English the first time. I later retested and passed PLT. At that point, I qualified for a provisional, 1 year license.</p> <p>I continued retesting content areas, hoping to pass one. I was hired and had tests scheduled at that time--all resulting in a fail.</p> <p>Between all attempts of math, science, and social studies I took</p>	<p><b>ADE Response:</b></p> <p>See the response to Cynthia Lowe.</p>

		<p>over 20 tests. In 2014, alone, I spent over \$1,200. I have no clue how much I spent between 2012 and 2014 in failed tests, but it was a lot.</p> <p>I'm not sure that anything can be done about this test, but something should be. I've spent thousands of dollars on it and lost my job because of it.</p> <p>I FINALLY passed a second content test this year! Since passing, I got a standard license and have recently been hired at a school. The down fall is that since I had to resign so early in the school year, I don't get to count that as experience and start back at square one on the pay scale. Others, that were able to reach the whole year will start back as having a year of experience. So, the test has also cost me part of my salary.</p> <p>[Note: Mr. Mitchell also appeared at the public hearing and provided the same comment.]</p>	
<b>Respondent:</b> Rebecca Ward	<b>Date:</b> 7/30/15	<p><b>Comment (Middle Childhood Praxis Exams):</b></p> <p>My name is Rebecca Ward, I graduated from Arkansas State University in May of 2014 with a Mid Level Ed Bachelor degree. I am having a problem with the Middle School English Language Arts praxis II test. I have taken it 9 times and a cost of \$139 per test. The ninth time they raised the price to \$146. The passing score is a 164 I have scored a 163 and 162. When contested the score I had to pay an additional \$55 for them to tell me they would not give me 1 point so that I could finally receive my license. If you add this up and include the cost of the Praxis I, PLT, and the Social Studies middle school exam, I have spent over \$1500 to ETS and I still do not have a teaching license and I have lost my 4th grade teaching job. I do not have</p>	<p><b>ADE Response:</b></p> <p>See the response to Cynthia Lowe.</p>

		<p>any income coming in to pay this company any more money to take any more tests. So, is this ASU's fault for not preparing us for this test or is the test simply too hard. This company does not provide sufficient data as to why I am failing this test. I have purchased the study materials that they encourage us to purchase and I have studied everything I can get my hands on. Yet this company literally has me over a barrel because without a license I cannot teach and they have total control. This is WRONG!! Something needs to be done.</p> <p>[Note: Ms. Ward also appeared at the public hearing and provided the same comment]</p>	
<b>Respondent:</b> Kristi Loyd	<b>Date:</b> 7/30/15	<b>Comment (Middle Childhood Praxis Exams):</b> <p>I am a 2014 graduate of Arkansas State University, graduating with a Bachelor of Science degree in Mid- Level Education with an emphasis on English Language Arts and Social Studies. Since 2014, I have attempted to take the Praxis II Mid-Level English Language Arts exam more than a few times (5) and have not passed it yet. In the past four years of my college education, I have taken numerous classes over English Language Arts. I have never received a low grade and graduated Magna Cum Laude. I have never in my life failed a test and to have failed this test numerous times is disheartening. When I began taking the Praxis II ELA exams, I never imagined that I would fail the test. I am paying \$140.00 each time I take this test. I believe this is the highest price paid for a Praxis exam. The cost of this test is so expensive and the fact there is no discount if you have to retake it is simply ridiculous. I bought the study guides and books needed to pass the Praxis</p>	<b>ADE Response:</b> <p>See the response to Cynthia Lowe.</p>

		<p>exams and took dozens of practice exams online. Once again, I failed the test. This discouraged me so much that I almost gave up ever taking it again, but as I thought about the 4 years that I worked my tail off achieving a degree I decided to attempt the test one more time. When I took the exam in April, I was as prepared as I could be. I had read the books, bought ebook help guides, and took more practice tests over the internet before I went to take the exam. When I saw the questions on the exam, I was so happy, because I had studied most of the questions and knew the answers. To my surprise, I missed the passing score again! I was completely devastated.</p> <p>I know that my fellow graduates are experiencing the same aggravation having failed this particular ELA exam and losing their jobs as a result. A few have decided to choose other career paths and this saddens me because Arkansas is losing some really great teachers due to this exam. I do not know what the problem is with this particular exam that “nobody is passing it.” (Mary Bradley, ASU Education Dept.) I believe this problem could be remedied by either revising the ELA Mid-Level Exam or lowering the cost of the exam so those that have to take it multiple times can afford it. Also, I believe that not only is the test harder, but the passing score is higher than it was previously. It was 145 and now is 160. The test is harder and the passing score higher it is as if it is not meant to be passed. Many test takers would have passed this exam on their first attempt had the passing score not been raised.</p> <p>I believe by talking to fellow educators and listening to the news that Arkansas will soon face a teacher shortage if this problem is not remedied. I would like the Arkansas Department of Education to help by lowering passing scores on the Praxis II Exams and or changing the requirements for a Mid-level Standard Teaching License to passing one content area (that</p>	
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		<p>would be the subject the teacher would teach) and the PLT exam. Arkansas needs good educators and I feel that requiring them to pass a test that is apparently not passable in order to obtain a license is a mistake.</p> <p>[Note: Ms. Loyd also appeared at the public hearing and provided the same comment.]</p>	
<b>Respondent:</b> Amanda Winford	<b>Date:</b> 8/12/15	<b>Comment (Middle Childhood Praxis Exams):</b> As someone who has attempted all four of the required licensure exams and passed only one for Middle Level Education, I think that something needs to be done about how extensive and expensive these exams are. I got a degree and cannot teach because I can't afford to continue taking them and failing them by a couple of points. I also have many classmates that have now lost their jobs because they couldn't pass the required exams within their first year. Please consider a change.	<b>ADE Response:</b> The ADE will take your comment under consideration. The fees for the Praxis exams are set by Educational Testing Services (ETS), the developer and administrator of Praxis exams. However, the ADE will continue to evaluate the exams that are being used for licensure.
<b>Respondent:</b> Melanie Smith	<b>Date:</b> 8/12/15	<b>Comment (Middle Childhood Praxis Exams):</b> I'm writing regarding the Praxis test & Arkansas teacher licensure. My daughter is a 2015 graduate of Arkansas State University/Jonesboro. She graduated Cum Laude & has a 3.6 GPA. She began in November 2014 taking her tests to get her license. She has passed the PLT and also has passed middle school Social Studies, after numerous tries. She has taken the middle school English Praxis test 6 times & hasn't passed as of yet. My husband and I have spent over \$845 and this is only for the English portion. This test is unbelievable. She has studied	<b>ADE Response:</b> See the response to Cynthia Lowe.

		<p>each and every time, but is to the point of not knowing what to study and her self confidence is at an all time low. We have purchased every paper book and every practice test online to try and prepare. Each test is different and one does not know questions missed, so it makes it VERY difficult in knowing how to prepare and continue studying.</p> <p>She has two open response questions at the end of each test and has ALWAYS made the same score 7/12 on all 6 tests. The last test she took, she missed by 3 points, which could have easily been one multiple choice question.</p> <p>I do not feel this type test helps a graduate that has went four years to college to become a teacher. My point is, she is NOT trying to be a rocket scientist, just a middle school teacher.</p> <p>I do know it isn't just her, for many have had problems passing these tests, therefore missing out on teaching opportunities. I believe this is a problem that needs to be examined and hopefully quickly fixed. A solution would be to pass 1 PLT and 1 multiple content test.</p> <p>Thank you for your time and I hope you will consider this matter very earnestly.</p>	
<b>Respondent:</b> Karli Saracini, representing the Arkansas Association of Middle Level	<b>Date:</b> 8/11/15	<b>Comment (Middle Childhood Praxis Exams):</b> Section 5-1.02 states: A Provisional Teaching License under this Chapter 5 is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board. 5-1.02.1A Middle Childhood 4-8 participant must be licensed in	<b>ADE Response:</b> Changing the requirements for middle-level licensure would be considered a “substantive change” from the proposed rules and would require the rules to be re-

Administrators		<p>two (2) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.</p> <p>AAMLA suggests instead: A Middle Childhood 4-8 participant must be licensed in one (1) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.</p>	<p>submitted for public comment. The current emergency rules expire in November; therefore, permanent rules must be approved prior to the expiration of the emergency rules. Re-submission for public comment would not allow time for permanent rule approval prior to the expiration of the emergency rule. Therefore, the Department will convene a group of stakeholders including Deans from the Colleges of Education, the Arkansas Department of Higher Education, teacher and administrator representatives to review the middle level licensure requirements and take appropriate action.</p>
<b>Respondent:</b> Jill Wessell Gill	<b>Date:</b> 8/14/15	<p><b>Comment (Middle Childhood Praxis Exams):</b> I have been an educator in the state of AR for 27 years. I have my masters degree in reading and recently became a certified dyslexia therapist. All of my years have been spent educating students in grades 4-7. At the time of my certification, I did not have to spend hundreds of dollars to take FOUR separate tests to be certified in the areas of literacy, math, social studies, and science. The requirement to take the Praxis in each of these areas, especially to teach 4th-6th grade is absurd.</p> <p>While I know all of the required tests are very difficult, the English/LA exam is off the charts! I have seen the test-prep study guides and been told some of the questions asked on the exam. The amount and type of information they are expected to have for the ELA test is ridiculous! All of my years of teaching have been spent in the area of literacy, and I would hate to think my certification would rely on this test. The</p>	<p><b>ADE Response:</b> The Praxis tests cover national and state content competencies. Cut scores represent what ETS calls a "just-qualified candidate" having the minimum content knowledge a new teacher should know the first day of class. Praxis scores are set by national and state standard setting studies (which include state experts in the relevant field) and adopted by the State Board of Education.</p>

		<p>passing rate is less than 30%. It's not because our students are not prepared for teaching these subjects in the mid-level classroom because most are! This test is not reliable or valid and is keeping people who would make EXCELLENT teachers out of the classroom. I assure you that the passing and/or failing of this test will not determine whether a person will be a good educator.</p> <p>I ask that you reconsider the requirements for licensure for the mid-level. If things don't change, there will continue to be a shortage of teachers. Again, it's not a higher education problem. I know first hand that most are doing an adequate job preparing their students. These students are being required to take tests as if they were ENGLISH majors not mid level educators.</p>	
<b>Respondent:</b> Christal Schalk	<b>Date:</b> 8/14/15	<p><b>Comment (Middle Childhood Praxis Exams):</b></p> <p>I would like to share my opinion on the current testing for new teachers. I believe an injustice is being done to them. Many are graduating with high marks, excelling, and getting jobs only to lose the job over a test score. I myself lost an excellent teaching partner this last year because of it. If testing is going to determine whether or not a college graduate will receive a license then they should be given better feedback on their test results both positive and negative. If current classroom teachers treated students the way I saw my former partner treated, parents would be at the schools complaining continually about poor teaching habits. Many teachers would probably lose their jobs. I feel that the practices of praxis testing administration needs to be re-evaluated. Arkansas is losing many great teachers because of a score on a test.</p>	<p><b>ADE Response:</b></p> <p>See the response to Cynthia Lowe.</p>

<b>Respondent:</b> Natalie Smith	<b>Date:</b> 8/13/15	<b>Comment (Middle Childhood Praxis Exams):</b> <p>I'm so glad I have the opportunity to voice my thoughts about the current Arkansas Licensure Requirements and Praxis exams. Here is a little bit of background knowledge on myself. I am a 2015 Mid Level graduate from Arkansas State University. I had a 3.6 GPA and graduated Cum Laude. I had an excellent experience in my Field studies as well as in Internship. I had wonderful feedback from my supervisors, both clinical and university, but I have struggled with these ridiculous Praxis exams.</p> <p>I started in November 2014 taking the exams. I took the PLT 5-9 two times before passing and took the Mid Level Social Studies 5089 five times before passing!! Now I have taken Mid Level English 5047 six times and I have not received my scores yet on that test, so as of now I have not passed that one. I have been out nearly \$1000 on tests!!! I cannot afford that kind of money for tests, but I have no choice but to pay it. These tests are so expensive anyways! I know several, several people who have had to take the tests because they have no other choice.</p> <p>The subject matter on the Social Studies exam is so broad there is no way you can study and prepare yourself for everything. Some of the things on the tests were not ever mentioned on the study guides listed on the Praxis website.</p> <p>The English exam is the same way. Some of the excerpts in the Reading portion are no where near fit for Middle School students, but for high school! I went to college for English and Social Studies, so if there is a problem with me passing a test over content I know, then something must be wrong.</p> <p>I am convinced that the company who administers the Praxis</p>	<b>ADE Response:</b> <p>See the response to Cynthia Lowe.</p>
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		<p>exams are out to make money because I have made 7/12 and 5/12 on my constructed response each time. Sounds kind of sketchy to me. The way the tests are scored does not seem fair and I think there has to be a better way to do it.</p> <p>I have bought every study book and study guide I can find that I think will help me, but nothing has seemed to, especially with English. It is almost like a guessing game. Something HAS to be done about this! They need to go back to 1 PLT and 1 multiple subject content area exam because I never heard horror stories back when it was just those 2 tests you took. After the change was made to the current testing regimen was when all the problems started.</p> <p>Several people have lost their jobs over these tests. Standardized tests do not define a teacher! Something has to be done to make it easier for teachers to get their license and make these tests a less stressful situation.</p> <p>I hope and pray you take what I've said into consideration and change the process to something simpler and easier. Please hear me out on this and make changes to this system.</p>	
<b>Respondent:</b> Elizabeth Hughes	<b>Date:</b> 7/21/15	<b>Comment (Special Education Licensure Options):</b> In glancing at the proposed changes I wondered why Social Studies was not included in the list of current areas in 2-3.05.1.3? I'm not planning on adding SPED but as my original licensure was in Social Studies I noticed its omission.	<b>ADE Response:</b> Science, Math and ELA (Literacy) are areas where students have to take the state mandated assessments; therefore, the goal is to have teachers with deep content knowledge and teaching experience to be qualified to teach students with special needs in the tested areas.

<b>Respondent:</b> Mike Mertens, Assistant Executive Director, Arkansas Association of Educational Administrators	<b>Date:</b>	<b>Comment (Special Education Licensure Options):</b> AAEA supports the proposed language in 2-3.05 that would allow licensed educators to add a Special Education Endorsement by passing the applicable Praxis test. This change would support school districts in their efforts to provide qualified educators that will meet the needs of children.  AAEA also supports the propose language in 1-2.44 regarding intensive Special Education training (identified in the proposed language as SPED 101 Academy). This proposed change is an excellent method for meeting certification requirements and will help meet the needs of school districts and children.  Thank you for the opportunity to provide comments on these proposed rules.	<b>ADE Response:</b> Thank you for the support. Keep in mind the special education certification mentioned in the Proposed Rules in Sections 2-3.05 & 2-3.07 is for Special Education Resource classes only. All other Special Education placements will need the current Special Education certification that requires a program of study and the Praxis Exam. However, after further consideration, the Department will remove the testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task Force and other stakeholders.
<b>Respondent:</b> Roy Hester, Director, Guy Fenter Education Service Cooperative	<b>Date:</b> 8/6/15	<b>Comment (Special Education Licensure Options):</b> In response to Commissioner's memo LIC-16-002, the Guy Fenter Education Service Cooperative would like to commend the ADE on their recent work regarding Educator Licensure. I feel that I can speak for all 21 school districts in our CO-OP and say that all the changes are a great improvement and we are especially pleased with the provision which allows licensed teachers to add a Special Education Endorsement by passing the applicable Praxis Test. Adding the intense Special Education Training to this test provision will also be a welcomed method of assisting these teachers and school districts in getting quality Special Education Teachers into the classrooms to fill a much in	<b>ADE Response:</b> See response to Mike Mertens, AAEA.

		<p>demand teacher shortage area.</p> <p>Thanks again for all you do for the improvement of education for our kids!</p>	
<p><b>Respondent:</b> Jeff Stubblefield, Superintendent, Charleston School District</p>	<p><b>Date:</b> 8/6/15</p>	<p><b>Comment (Special Education Licensure Options):</b></p> <p>In response to Commissioner's Memo LIC-16-002, the Charleston School District wishes to commend the members of the Arkansas Department of Education for their diligent work concerning Educator Licensure. We strongly support the provision which allows licensed educators to add a Special Education Endorsement by passing the applicable Praxis test.</p> <p>Furthermore, adding the component of intense Special Education training to this testing provision is an excellent method of meeting certification requirements. This new provision will advance certification areas for educators, help meet the needs for schools, and provide quality teachers for special needs students.</p> <p>Congratulations for excellent ideas and forethought. With these provisions , everyone wins!</p>	<p><b>ADE Response:</b></p> <p>See response to Mike Mertens, AAEEA.</p>
<p><b>Respondent:</b> Senator Uvalde Lindsey, Arkansas General Assembly</p>	<p><b>Date:</b> 8/11/15</p>	<p><b>Comment (Special Education Licensure Options):</b></p> <p>Commissioner Pfeffer, Thank you for your memo informing me that mentoring, as a component for the new teacher licensure rules for special education, has been inadvertently lift out of the proposed rules.</p> <p>As you know, our long and detailed discussions about new</p>	<p><b>ADE Response:</b> The ADE notes that the discussions referenced by Sen. Lindsey included “mentoring for support by a Special Education educator which may include a virtual mentoring option”. The mentoring provision was inadvertently omitted from the proposed rule. However, after further consideration, the Department will remove the</p>

		<p>licensure rules for SPED included mentoring as a very importance, integral and necessary part of the new rules that would provide greater opportunity for teachers to be fully ready to serve our kids in SPED programs.</p> <p>I respectfully request that the new licensure rules for special education be amended to include mentoring.</p> <p>Since the comments period closes August 14, 2015, I respectfully request that you include this memo as a response to ADE's request for public comments.</p>	<p>testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task Force and other stakeholders. In the interim, the Department will develop mentoring modules and resources for new special education teachers and will create professional development resources for special education.</p>
<p><b>Respondent:</b> Dr. David Bell, Director of Licensure and Support Services; Dr. Mary Gunter, Dean of the College of Education and the Graduate College, Arkansas Tech University</p>	<p><b>Date:</b> 8/11/15</p>	<p><b>Comment (Special Education Licensure Options):</b></p> <p>We would like to thank Commissioner Key and the staff of ADE for the work that has resulted in the draft policies under consideration for educator licensure and for the opportunity to provide comments related to these draft policies.</p> <p>We have reviewed the proposed rules and have the following comments to share.</p> <p>2.3.05 To add a K-6 or 7-12 Special Education Resource endorsement by testing out:</p> <p>We believe that decreasing the requirements for Special Education (recognizing that this is a shortage area) is putting a population of students at potential risk. However, we believe the work that has been done through the conversations with various shareholders and the</p>	<p><b>ADE Response:</b></p> <p>After further consideration, the Department will remove the testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task Force and other stakeholders.</p>

		consideration of meeting our immediate shortage need through the proposed rules in section 2.3.05 and 2.3.07 provides us with measures to prepare them beyond the testing.	
<b>Respondent:</b> John Ciesla, Superintendent, Greenwood School District	<b>Date:</b> 8/11/15	<p><b>Comment (Special Education Licensure Options):</b> On behalf of the Greenwood School District, I would like to commend the Arkansas Department of Education and its proposal to amend the Rules Governing Educator Licensure. I would like to express my ardent support for the provisions that would allow for a Special Education Resource endorsement that consists of completion of the SPED 101 Academy and successful completion of the content assessment for special education. I believe this provision will:</p> <ul style="list-style-type: none"> <li>• Encourage more teachers to pursue advanced training</li> <li>• Build capacity in an endorsement area that has long been identified as a “Critical Shortage Area”</li> <li>• Provide quality teachers for students with special needs</li> </ul> <p>The Greenwood School District has implemented an “Integrated Model” which utilizes teachers that are dually certified in a specific content area and in SPED. This model has been very successful for our district; however it has been difficult to implement this model without placing teachers on Additional Licensure Plans. For example, out of eleven ALP’s to be submitted to the ADE for 2015-2016--nine are in the area of Special Education. It is my hope that if these rules are approved----that teachers that were slated to start an ALP in 2015-2016 (or are under a current</p>	<b>ADE Response:</b> Thank you for the support.

		<p>ALP from years past) will be afforded the same opportunity to add an endorsement as prescribed by these revisions.</p> <p>In closing, it my hope that the State Board of Education will approve the proposed rules regarding Special Education licensure.</p>	
<b>Respondent:</b> Brandi Caldwell	<b>Date:</b> 8/11/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>I am sending this email on behalf of my 4 year old son, Greyson. As the parent of a child diagnosed with severe ASD, I am concerned that the state is considering allowing anyone that has not completed the necessary special education coursework to teach any child with special needs. It takes a special type of person to be a teacher. It takes someone who is so much more than special to teach children with disabilities. It is not something everyone is able to do or handle, no matter if they are already a teacher or not.</p> <p>I strongly recommend that you do what is best for our children and allow them to have the most qualified and trained teachers possible. Don't they deserve the best? Would you ask a general surgeon to go in and operate on someone's brain? Why not? I mean, they're both surgeons.....</p> <p>Please think about our children and their futures when you make this decision. You are directly affecting their lives and future.</p>	<p><b>ADE Response:</b></p> <p>We all want the most qualified professionals working with our most vulnerable students, and that is the goal of everyone involved in these proposed licensure changes. The changes are necessary to ensure our students have qualified teachers. Right now, we have many special education classrooms with long-term substitutes or staffed with individuals on an Additional Licensure Plan with no special education experience or coursework prior to entering the classroom. These individuals often do not complete the plan after the first year, which perpetuates the problem. The proposed additions to special education licensure tracks (MAT, “testing out” and “program of study” for resource endorsement) require an intense “Special Education Academy” (the equivalent of 3 credit hours), which will be designed and provided by IHEs to address Council for Exceptional Children (CEC) competencies that were identified as essential for individuals teaching special education for the first time with no prior course work. The competencies were chosen</p>

			<p>by a multimember committee, which included IHEs, special education teachers who had entered special education on an Additional Licensure Plan and special education supervisors. The competencies are grounded in special education law, appropriate assessment and intervention, collaborating with general educators in making appropriate accommodations, etc. The program of study track would only allow someone to provide resource, co-taught, or indirect services, but would require more preparation before entering the classroom than the current ALP requires (which is not restricted to resource/co-taught classrooms). Ideal candidates for alternative pathways are content teachers (for testing out and endorsement option) and degreed professionals for the MAT option (not currently allowed in a MAT program) who have a passion for teaching students with disabilities and the rich content knowledge to ensure these children achieve at the highest level possible. These alternative pathways will eliminate barriers for dedicated professionals to enter special education and hopefully create the opportunity for more educators with a true gift and passion for working with students with disabilities to become special educators.</p> <p>After further consideration, the Department will remove the testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task</p>
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			Force and other stakeholders.
<b>Respondent:</b> Karan Baker Burnette, Partners for Inclusive Communities	<b>Date:</b> 8/12/15	<b>Comment (Special Education Licensure Options):</b> These comments are provided from Partners for Inclusive Communities, Arkansas' University Center for Developmental Disabilities. We are very concerned about the proposed licensure change that will allow teachers to become qualified to teach special education without completion of an appropriate course of study, by testing out with the Praxis in SPED. It seems clear that passing one written exam is insufficient evidence that a person is qualified to respond to the broad and unique needs of special education students seen in today's schools. Even if the proposed rule is restricted to teachers in resource settings, the risk of having inadequately prepared teachers is great. In fact, in small rural schools the resource teacher may see a broad range of students from those with learning disabilities to those with severe disabilities because all students are served in the same classroom. We believe that students in special education deserve highly qualified teachers with a range of coursework and practicum experience that equips them to utilize evidence-based practices that can only be learned in an appropriate course of study.  While we recognize that there exists a shortage of teachers for special education, we would encourage the ADE to examine alternative responses that address the underlying issues, such as excess paperwork or the need for incentives. It seems that it might be possible for the state to target tuition incentives to encourage students to select a career in special education or to select underserved geographic areas. These incentives could be organized like many educational	<b>ADE Response:</b> See the response to Brandi Caldwell. Also, providing additional tracks to licensure is only one strategy for recruiting and retaining qualified special educators. The ADE will be collecting and analyzing data and working with stakeholders, including the newly formed Special Education Task Force, to study trends and identify possible reasons (such as those mentioned in the comment) teachers are not staying in special education. Based on this review, strategies to address the identified issues will be implemented and the licensure pathways may need to be reconsidered.

	<p>leave policies, students receive enhanced tuition scholarships if the agree to teach special education for an agreed upon length of time in an agreed upon location. If the commitment is not fulfilled, the student pays back the tuition incentive.</p> <p>We believe that allowing unqualified teachers to be licensed will create more problems, including safety risk for students and teachers. For example, without a sophisticated skill set for responding to health complications such as seizures or behavioral complications, students and teachers are at risk of injury or death. The range and complications faced by special education teachers is more broad than ever before. Now is not the time to require less skills professionals in the classroom.</p> <p>During the public hearing, we heard testimony from regular education teachers who had lost their jobs because of a more stringent standard set for gen ed licensure. It seems curious, and possibly discriminatory, that the ADE is raising the standard for Gen Ed teachers while it lowers the standard for SP ED teachers. This seems to send a message that special education students are less important somehow, a message we find offensive.</p> <p>We urge the ADE to reconsider this direction and maintain a high standard for the qualifications of all special education teachers.</p> <p><b><i>Additional comment on 8/14/15:</i></b> My name is Karan Burnette and I am the Associate Director of Partners for Inclusive Communities, the Director of the Arkansas Autism Partnership (the States Medicaid Waiver</p>	
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		<p>program for young children with ASD) and a member of the Arkansas Legislative Task Force on Autism. I am writing to express my concern about the proposed change in licensure for special education teachers. While I understand that we need to address the shortage of special education teachers, I do not believe lowering the standards for qualifications is the answer. I believe that a complete course of study is necessary to prepare teachers for the challenges they face with the variety of students they will encounter in special education. I am especially concerned about students with autism in this proposed scenario. Given the recent CDC prevalence data in Arkansas that reflects that 1:40 boys and 1:172 girls may be impacted by this disorder, it is critical that we continue to provide highly qualified professionals to meet their needs. Teachers need to be competent in the implementation of evidence-based strategies in order to provide a Free Appropriate Public Education to these students. I do not believe that this can be accomplished with one 3-hour course or inservice training hours. I do not believe that taking the Praxis in SPED will determine competence for this role. I am gravely concerned that without an appropriate and comprehensive course of study, both students and staff will be at risk.</p> <p>I would encourage the ADE to reconsider this direction and address the shortage in a different manner. I think a task force to look at the reasons why we have a shortage (excessive paperwork, lack of support for behavioral challenges, inadequate staffing, etc.) and to develop a plan to address the root cause(s) would be appropriate. Looking at creating incentives for teachers to select SPED as a direction would be useful.</p>	
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<b>Respondent:</b> John Gray, Superintendent, Mayflower School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I would like to support the rule changes for special education licensure. It can be challenging to employ and maintain much needed quality special education teachers. I would support any rule changes that would make it possible for the Mayflower School District to be able to hire the best person we can for our special education population and not make it so hard to become licensed as is the current situation.	<b>ADE Response:</b> Thank you for the support. Keep in mind the special education certification mentioned in the Proposed Rules in Sections 2-3.05 & 2-3.07 is for Special Education Resource classes only. All other Special Education placements will need the current Special Education certification that requires a program of study and the Praxis Exam.
<b>Respondent:</b> Debbie Greathouse, Federal Programs, Ashdown School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> Please pass the new licensure rules for special ed teachers. My District struggles every year to fill the needed positions. We have teachers who want to go into the field, but cannot return to college for the required hours. However, being able to get the certification under the proposed rules would give them that opportunity. Please look at the number of Districts' with ALP's on file for Special Education teachers and consider these changes. We need to encourage not discourage people from the field.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Leasha Hayes, Teacher Center Coordinator,	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> It is very difficult to find and employee the best educators for special education because it currently requires so much to become licensed. Many good candidates do not select Sp	<b>ADE Response:</b> See the response to John Gray.

Wilbur D. Mills Education Service Cooperative		<p>Ed because of these requirements.</p> <p>There is a great need to revise the requirements as is proposed in the rule change.</p>	
<b>Respondent:</b> Teresa Morgan, Principal, Siloam Springs Middle School	<b>Date:</b> 8/13/15	<p><b>Comment (Special Education Licensure Options):</b> I am writing in support of the ADE’s proposal for changing requirements for licensure in the area of Special Education. There is an ongoing shortage of teachers holding “special education” endorsements. Many of the teachers who teach with the “special education license” hold standard Arkansas teaching licenses and return to school to complete the many hours for special education. All of my current special education teachers held a standard Arkansas teaching license or out of state standard license before becoming a special education teacher. All that we can do to support great people wanting to do great work will impact these great kids!</p> <p>We have great teachers who would take this route, but the additional steps and courses required currently are prohibitive.</p> <p>Thank you for your time and consideration of the ADE’s proposal for change.</p>	<p><b>ADE Response:</b> See the response to John Gray.</p>
<b>Respondent:</b> Belinda Shook, Superintendent, Beebe School	<b>Date:</b> 8/13/15	<p><b>Comment (Special Education Licensure Options):</b> My name is Belinda Shook and I have been an educator for 30 years, the last 10 as a superintendent. Previously, I worked as an assistant superintendent for curriculum and</p>	<p><b>ADE Response:</b> See the response to John Gray.</p>

District		<p>instruction, a building principal and teacher. During my 30 years, I have been fortunate to work in a district that attracts quality teachers. We rarely have shortage areas, except occasionally in special education, and at times, secondary mathematics and chemistry/physics.</p> <p>I was delighted to see that changes might take place in special education licensure and I greatly support making the process to become a special education teacher easier. As I mentioned, special education is an area that we do sometimes see a shortage of licensed candidates. This is the area that requires we use the ALP process to get people licensed. What I have seen is, the difference in a great regular classroom teacher and a great special education teacher does not exist; a great teacher is a great teacher because (s)he focus on individual students and what they need. The main difference in a regular teacher moving from the regular classroom to special education is learning the paperwork and processes, which is about the same for a new special education teacher graduating from college. There have been times hiring committees preferred hiring a great regular teacher over a fully-licensed special education teacher that we did not think would provide our students with a quality education.</p> <p>I hope this process becomes easier. Speaking for the students at Beebe, I think it would be a positive and beneficial move for us.</p>	
<b>Respondent:</b> Sheila Holicer, Harmony Grove	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> Ever since the Higher Ed made Special Education into a Master's Degree program, we have had fewer and fewer	<b>ADE Response:</b> See the response to John Gray.

School District		applicants in the area of Special Education. And I live in an area that we have no problem with applicants in any other area. We have teachers in our system that want to help in this area, but cannot afford (on a teacher's salary) to go back and finish a Master's Degree program. (on a teacher's work schedule) It has been asking way too much! Administrator's appreciate this being looked into again.	
<b>Respondent:</b> Marilyn Johnson, Instructional Leadership Specialist, Arch Ford Education Service Cooperative	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I have reviewed the proposed rules for special education certification and I am in favor of the proposed rule changes in order for districts across the state to be able to hire the best teacher possible for those positions and making the pathway for certification less complex. This will help districts, but more importantly, it will help our students with disabilities by providing an easier obtainable pathway for those with a heart for reaching and teaching these students.  Thank you for your consideration of these proposed changes.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Sheila Fitts, Counselor, "Pop" Williams Elementary	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I currently have completed 9 graduate hours in SPED coursework and have taught SPED students in my regular ed classroom for over 20 years. I would love to be able to complete the certification in an easier manner than the current requirements. I believe the most important reason for expediting the SPED certification process would be to make sure we are able to get the most qualified and best	<b>ADE Response:</b> See the response to John Gray.

		individual in the positions available so as to benefit the SPED population.	
<b>Respondent:</b> Dennis Fisher, Principal, Pleasant View Jr. High, Millsap Intermediate	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> At the Mulberry Pleasant View Bi County we are having difficulty finding special education teachers. The new rules that are proposed will help schools such as ours find teachers for this field.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Dr. Kathy Berryhill, Superintendent, Pangburn Schools	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> As a District Administrator in Pangburn Schools and one that worked in Texas School Districts for 26 years---- in the past, we were always needing Special Education teachers. After working with school personnel for the last 20 years, I always looked for strong elementary teachers who were creative, flexible, who truly cared about kids, great with parent contact and used a variety of teaching methods-- to recruit them to consider becoming licensed in Special Education. I would encourage them to consider to take the Special Education licensure exams & attend training so they could be available for our open teaching positions.  Once they were hired - we paired them with other successful Special Education teachers in the district to learn about SPED law, timelines, IEP's, assessments, reporting requirements, etc. We also paired the new teacher with a strong regular education campus teacher who gave them assistance in their campus building where they could observe best practices, collaborate with lesson planning, and instructional materials, etc.	<b>ADE Response:</b> See the response to John Gray.

		<p>We asked these new SPED teachers to be prepared to take follow up training/workshops, as needed during the year and in the summer (like your new AR licensure change that has been recommended) that would continue to provide additional information and skills that would further help our students.</p> <p>We ask the Arkansas Department of Education and the State Board of Education to consider the flexibility we need to BEST help our students in our school districts and to help districts meet required Special Education licensure standards.</p>	
<b>Respondent:</b> James A. Bridges, Supt., Scranton Public Schools	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> We have not had the opportunity to employ a fully certified Special Education teacher in several years. These proposed rules seems to help the situation without jeopardizing the quality of teachers in the classroom. At present we are using teachers that are willing to go an ALP to get certified. Please approve these proposed rules.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Melissa Moore, LEA Supervisor / TAP Master Teacher, Cross County School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I'm excited that the license requirements for special education teachers are being evaluated and hopefully will be improved, to better help school districts be able to provide highly qualified teachers for our special needs students. It seems that every year, I'm having to fill special ed positions with general ed teachers and asking them to work on an ALP. Our District has even paid for their special ed degrees. There are great teachers that are discouraged from going into the special ed field because of the additional	<b>ADE Response:</b> See the response to John Gray.

		requirements they have to have above a general ed teacher. Thank you for recognizing the problem and addressing it.	
<b>Respondent:</b> Annette Henderson, Assistant Superintendent, Fort Smith School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> The proposed changes to current licensure rules are positive. As an HR administrator in a large district, Fort Smith Public Schools, I can attest that we have a great deal of difficulty finding fully licensed special education teachers. The proposed rules will assist our district in securing quality teachers who are willing to become licensed to teach special education. Your consideration of adopting these positive changes to the current rules is truly appreciated.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Bobby Hart	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> The proposed licensure requirements allow districts the opportunity to find more special Ed. teachers. The proposed requirements provide necessary training and accountability, and protects students by requiring passage of Praxis exams, professional development hours and completion of SPED 101Academy. Please enact these rules that will assist districts in providing quality instructors who care about improving the lives of our special education students.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Dennis Truxler, Superintendent, Quitman School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>The Quitman School District currently is currently in need of a Special Education Teacher. As you well know school starts this coming Monday and we are having much difficulty in filling this position. We have NO SPED certified applicants! We have called numerous certified teachers and have none that are willing to go back and get certified in SPED because of the current requirements to add SPED to their license.</p> <p>Please on behalf of our students make the process to become certified in SPED easier. Please accept this email as my support of the proposed rules from ADE to become SPED certified.</p>	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Lisa Wheeler, Director of Special Services, Lake Hamilton School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>I support the new rules on the licensure of special education teachers. We have such a shortage, and I know of some schools that have had to hire a less-than-sterling applicant simply because that applicant was the only applicant they had. I'm all for widening our field of applicants. I hope the new rules are adopted. Thank you for considering my point of view!</p>	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Linda Tullos, Federal Programs/Curricu lum Coordinator,	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>Each year we have a a problem with retention of Special Education teachers. We are constantly having to seek waivers and then having to get them highly qualified in math and literacy at the high school level. Even after we</p>	<b>ADE Response:</b> See the response to John Gray.

McGehee School District		help pay for the teacher's training, many of them leave after their obligation has ended. We need the best and most highly qualified teachers in Special Education. We have a need to make it easier for these personnel to become licensed.	
<b>Respondent:</b> Billy Jackson, Superintendent, South Side Bee Branch School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> Please allow the new special education requirements! In a rural school district it's sometimes very difficult to hire special education personnel. Many times we've had staff members to return to school and receive the licensure. With the new requirements it will be much easier for a district our size to obtain special education personnel. Special education personnel is very difficult for our school district to obtain. Thank you for your consideration in helping our district to hire qualified and certified personnel.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Dr. J. Doug Harris, Superintendent, East End School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I am in support of the proposed rules governing educator licensure.  It is almost impossible to find highly-qualified and fully certified teachers for our special needs populations. The proposed changes will help our school districts find the very best teachers for a population that needs the very best teachers available. The proposed rules will allow districts the flexibility needed to meet the needs of every child.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Randy Isely, Curriculum Administrator, Human Resources, Danville School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>The Danville School District needs to be able to hire the best person we can for our special education (SPED) population and not make it as hard to become licensed as it is now.</p> <p>Over the past 10 years, I cannot recall one that we did not have to hire for one, two, or even three SPED positions. Each new hire had to be placed on an ALP for three years while completing a course of study. All the teachers we hired provided an excellent education opportunity for our students from year one.</p> <p>The new purposed rules would only mandate, at most, a one year ALP and maybe not that. The traditional trained educator understands teaching strategies of varying levels. The paperwork is the learning curve, and that isn't really addressed in the SPED course of study.</p> <p>Please consider helping our SPED students get the best educator possible by implementing the proposed regulations. Remember sometimes the best new hire cannot find the funds to complete an additional course of study.</p>	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Dan Breshears, Superintendent, Centerpoint School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>I am writing in support of the proposed rules for allowing for a common sense, streamlined- yet still rigorous- process for Special Education certification.</p> <p>By removing some of the barriers to certification we will be making it easier for districts to put good people in critical</p>	<b>ADE Response:</b> See the response to John Gray.

		<p>need areas.</p> <p>More importantly, we will be allowing teachers with a skill set and heart for serving the welfare and education needs of some of our most vulnerable students. In my 19 years of experience as an educator and instructional leader, I have rarely known a "new" teacher who is properly prepared to serve the needs of the students needed special services. I have, however, seen many remarkable, experienced teachers helping to reach kids in fantastic ways- but limited to the context of the inclusion classroom or content class.</p> <p>Many of these same teachers would be willing and able to make outstanding Special Education teachers, but can't or won't pay tuition and fees associated with the current required additional certification that is guaranteed to be more challenging work for no additional pay.</p> <p>The streamlined, common sense, process proposed in the new rules is a rare win-win... good for kids, good for teachers, good for schools. Please adopt the proposed rules.</p>	
<b>Respondent:</b> Letha Duke, Special Education Director & Federal Programs/ Ed. Examiner, Gurdon School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I personally feel it is devaluing the education of current teachers of Special Education to allow individuals to become certified thru AR IDEAS and completing other PD. All teachers of Special Education currently have a Master's level degree and I believe it should remain a requirement.  I think a certified teacher that wants to teach students with special needs should be able to teach in a Special Education	<b>ADE Response:</b> Thank you for your comment. Currently, educators have two routes they may choose to add special education to their license. They can either complete a program of study which is 21 hours of coursework and the required Praxis Exam or they can complete the Master's Degree in Special Education and the Praxis Exam. The ADE is looking at additional ways

		<p>classroom while completing the Masters in Special Education but I believe it to be a mistake to remove the Masters requirement.</p> <p>If this new licensure process goes into place you are telling current Special Education teachers their education is of little value!</p> <p>I cannot say anything positive about this idea!!!</p>	<p>to license teachers in special education without decreasing the standards needed. The proposed rules would still require some coursework and the Praxis exam along with additional training and professional development.</p>
<p><b>Respondent:</b> Jennifer Martinez Belt</p>	<p><b>Date:</b> 8/13/15</p>	<p><b>Comment (Special Education Licensure Options):</b> I am writing in STRONG opposition of the proposed changes to SPED in the ADE rules governing educator licensure.</p> <p>The proposed change would allow a licensed gen ed teacher to be certified to teach special ed without any course completion by “testing out” with the SPED Praxis. I believe this will result in less qualified teachers for students in special education and want to encourage you to please reconsider this change.</p> <p>I appreciate your time on this very important matter and look forward to hearing any additional comment or revisions to this proposed change.</p>	<p><b>ADE Response:</b> See the response to Letha Duke.</p>
<p><b>Respondent:</b> Amanda Britt, Principal, Cotter High School</p>	<p><b>Date:</b> 8/13/15</p>	<p><b>Comment (Special Education Licensure Options):</b> I wanted to give my input on the current rules associated with Special Education. I understand both sides of the arguments that are taking place at the State Department. I</p>	<p><b>ADE Response:</b> See the response to John Gray.</p>

		<p>do feel that with safeguards in place such as some IDEAS coursework, passing the Praxis, and maybe even having a certified mentor, it would help us find and retain Special Education teachers. There is a huge shortage all around the state, as I'm sure you know, and it's virtually impossible to get them certified before they try to find another job. I feel if we made it easier, yet still give them the information they need to get certified, it would help them and help the districts. Part of the problem is that teachers don't want to have to go back to school for another couple years when they won't even get much more money for taking a SpEd position. I feel that the current rules are hindering our ability to find quality teachers who are willing to teach Special Education. I ask that you please adopt the new rules that provide teachers the option of doing other sorts of training besides going back to school. School is good, but, as an educator, I know the value of getting down and dirty in relation to learning. I feel as though teachers will learn paperwork and other aspects of SpEd by diving into the role and learning from other teachers and/or supervisors who are in the role more so than they will from taking classes that may or may not truly relate to their everyday job. It is vitally important that as a school district, we are able to hire the best possible person for our students. Please make these proposed changes to help us help our students!</p>	
<b>Respondent:</b> Jan Ueckert, Special Services Director, Ashdown School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I am currently a director of special education in a rural area. My district has a difficult time finding special education teachers that are certified. The shortage is real!!! I try to recruit teachers that have a love for children	<b>ADE Response:</b> See the response to John Gray.

		<p>and learning, regardless of what area they are certified in. It's not always about what type of license they have, it's about how well they work with children.</p> <p>I believe with good mentoring and support, teachers can be trained to work with students with disabilities. It is a very stressful job and given that most new hires must have additional coursework, which is costly and time-consuming, creates burnout easily. Retention is always a factor. The current proposal of rules and regulations is at least a start in our process.</p>	
<b>Respondent:</b> Sonya Launius, Principal, Bearden Elementary	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> With the difficulty in finding quality teachers overall and especially with Special Education licenses, making the process for achieving this area of licensure more difficult doesn't in any way ensure a more qualified teacher. Every educator with any experience will verify it is not the prerequisites of achieving a college diploma or teaching license that makes them more qualified for any position. It is the experience and quality on-the-job professional development that improves their skills as a professional educator.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Suzanne Wilson, Assistant Superintendent, Greenwood Public Schools	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I am writing in support of changes to the current SPED teacher licensure requirements. As a former elementary principal and a current central office administrator, I am highly concerned with the licensure requirements we currently have for SPED certification. Some of our best and brightest teachers have been given SPED assignments	<b>ADE Response:</b> See the response to John Gray.

		<p>because they will do the best job with our students. However, they are required to either take 21 hours and a Praxis or obtain a master's degree and pass the praxis. This is at a tremendous cost to either the district or the teacher. It also is the majority of our ALP's that are filed with the state department. This year alone, our district will have 9 ALP's in the area of special education. A change in licensure requirements would allow the district to train more teachers in special education and give us a larger pool to choose from when making special education assignments for the school year. It could also keep the district from having to hire additional personnel if we have that larger pool within our district.</p> <p>The higher education institutions have been in opposition of the change for fear of losing money. However, it is my belief that if the requirement could be lowered to 12 hours and a Praxis, the institutions would actually get more teachers into the program than ever. In speaking to special education administrators in the state, they are convinced that quality special education teachers would be served with a shorter, more intense training program as well.</p> <p>Please consider changing our current licensure for special education to help us stay within HQT and licensure requirements and allow us to hire the best teachers for the job rather than the best credentialed teacher.</p>	
<b>Respondent:</b> Shane Gordon, Superintendent, Westside School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> The current rules make it difficult to hire the best people for resource positions. Often we find ourselves hiring from a small group of applicants. It is difficult to say why they are wanting to go into resource. Some of the individuals are	<b>ADE Response:</b> See the response to John Gray.

		<p>probably really wanting to teach resource, but many others have decided that this is the only way they can get a teaching position. If the rules are accepted and changed we will have a larger group to select from and we can even train more individuals to improve their classroom instruction. I believe the change will improve education across the curriculum and will help more students. Academies can provide real world applications that can sometimes be more meaningful to the educators. There are also master educators that could benefit from the proposed changes to the licensure rules.</p>	
<b>Respondent:</b> Tammi H. Davis, Assistant Superintendent, Huntsville School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> Our district has had a very difficult time finding special education teachers. Please consider approving the proposed rules because I believe they are beneficial to districts and students. The rules do not water down the requirements; instead, they assist individuals in pursuing licensure in this area. The proposed rules are most helpful to the students we serve that need teachers in their classrooms.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Jodi Cobb, Principal, Bay High School	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I would like to see these rules pass. It is very difficult to find special education teachers, and this would help immensely.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Linda K. VanBlaricom, Licensed Psychological Examiner-Independent	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> While I am not against flexibility and creativity in the certification of teachers, I do have to question the proposed change to allow teachers to take the special education praxis as a proof of expertise for our special education classrooms. Often, the most vulnerable and most isolated, are the ones who are placed in special education classrooms. To my mind, the teachers working with these children need to be more highly trained than those teaching the talented and gifted. There has been so much improvement in the quality of higher education for special education teachers over the past 10-15 years that I would hate to see Arkansas going backwards and hiring teachers who have not had the benefit of that education. While I get it that there is often a shortage of highly qualified special education teachers, I suggest that the ADE create a pathway to mastery within two years of a temporary certification for special education teachers.	<b>ADE Response:</b> The special education certification mentioned in the Proposed Rules in Sections 2-3.05 & 2-3.07 is for Special Education Resource classes only. All other Special Education placements will need the current Special Education certification that requires a program of study and the Praxis Exam. However, after further consideration, the Department will remove the testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task Force and other stakeholders.
<b>Respondent:</b> Thomas Gathen, Superintendent, McGehee School District	<b>Date:</b>	<b>Comment (Special Education Licensure Options):</b> Special education teachers are vital to staffing of our schools. There is a critical shortage of certified special education teachers. This is doubly so in economically depressed and rural areas. It is very important that we have teachers certified to teach special education. Any relief afforded by making it simpler for special education teachers to get licensed is welcomed and greatly appreciated. We currently have three (3) special education teachers on ALP's in McGehee. The current method employed for certification is gruesome and overly burdensome, without really producing teachers. Also, it requires an extensive amount of time to complete these certification programs.	<b>ADE Response:</b> See the response to John Gray.

		<p>The persons aspiring to be special education teachers do so out of passion. Extensive coursework and lengthy pre-service programs oftentimes cause prospective teachers to change their minds.</p> <p>Thanks for considering my request.</p>	
<b>Respondent:</b> Darlene J. Kurtz, Educator	<b>Date:</b> 8/13/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>Gosh, do you have data showing that general ed teachers are wanting to move to SPED in numbers sufficient to reduce the current shortage? Do you have numbers? Do you have facts to show this is the way to go? There's more ... about the <u>children</u>, please read on.</p> <p>Children who have disabilities will bear the consequences of having teachers who are not truly and professionally prepared for the complex field of Special Education for grades K-12. The problem is that there is a real shortage of teachers going into SPED, and then staying in that area for a number of years. To fix the problem, don't throw the 'baby out with the bathwater' but address the burden of paperwork and documentation demands that SPED teachers have above and beyond their general ed peers. Consult SPED teachers, including those who left SPED positions, to determine what measures would improve their teaching efforts and responsibilities. Maybe it's hiring trained assistants to handle the documentation, using other forms of technology that would speed documentation efforts?</p> <p>Just don't reduce requirements for teachers! A seeming</p>	<p><b>ADE Response:</b></p> <p>The ADE realizes the proposed changes in special education resource is not the only fix needed to address the teacher shortage in the area of special education. The ADE will continue to work on this very important issue. Currently there are many special education classrooms with long-term substitutes or staffed with individuals on an Additional Licensure Plan with no special education experience or coursework prior to entering the classroom. The proposed changes to special education resource is designed to help give teachers interested in teaching in the field a route to become licensed without losing the integrity of the special education requirements.</p>

		quick fix is not the solution. Again, how many gen ed teachers are willing to make the switch?? Someone has homework to do to find out.	
<b>Respondent:</b> Jim Hill, Arkansas School for the Blind and Visually Impaired	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> My statement related to certification/Licensure revision for Special Education. Well, here we go again watering down the training required for those who work with kids with special needs. The system always is willing to reduce, work around, or completely do away with requirements that benefit special kids. If the issue was football, would the schools try to reduce the services those football students receive? Of course not, in fact in some cases, schools cut back on other costs to be sure there are adequate coaches (plural) and that we bend the expenditure rules as much as possible to insure the programs. Consistently school personnel complain about the cost of Braille Embossers, Apex, CCTV's, Zoom Text, Jaws, etc. and instead, classifying kids as 504 to reduce the cost of educating visually impaired children. I don't see the Education Department entertaining the idea that training requirements for math, English, or other academic classes be reduced but it does entertain the idea of reducing the education requirements for teachers of special education. Are they less important? Are they second class students? NO, they deserve expertise by teachers specifically trained to deal with their unique needs. Yes, meeting the educational needs of special education students is expensive! Yes, the teachers of special education students do require specialized education and training to properly identify and provide appropriate education for all children with special needs.	<b>ADE Response:</b> See the response to Darlene J. Kurtz.

		<p>I will ask you this question and I think it will make my case. If your child was a student with special needs, would you want him/her to be taught by a teacher who was inadequately educated in the educational, social and functional needs of your child? I'm certain your answer is NO, YOU WOULD NOT; no more than a parent who has a child with great educational potential as a math student would want a teacher with inadequate general education and training.</p> <p>This whole issue is not about the question "can regular teachers without adequate special education training and skills meet the CLASSROOM needs of a student in special education"; instead, it is about reducing the educational services for special needs students and making easier for schools to "appear" to be educating children with special needs. I wonder if the money saved will exceed the expenditures paid out by school districts from lawsuits by disgruntled parents?</p>	
<b>Respondent:</b> Glenda Vance, Special Services Supervisor, Wynne Public Schools	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> Finding the best qualified teacher to teach our students who need special services is becoming more and more difficult. These proposed rules should provide some flexibility that will help districts provide these services to our students.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Dianna DeClerk Varady	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>My name is Dianna Varady and I have an 11 year-old son who receives special education services in the Little Rock School District. As a parent of a student receiving these services I have grave concerns regarding the Arkansas Department of Education proposed change to special education teacher endorsement, which would allow any licensed general education teacher to test-out of the current special education degree requirement by passing the special education content area assessment and completing as little as 6 credit hours of coursework.</p> <p>I understand that there is a shortage of appropriately credentialed special education teachers around the state, and that there are a number of very dedicated, even gifted, general education teachers who would gladly fill that void. In fact, I know many such general education teachers myself, and nobody would be happier than I would be to see them become special education teachers. However, I feel strongly that expecting any general education teacher, no matter how gifted or passionate he or she may be, to take on the responsibilities of a special education teacher without having had the benefit of extensive and comprehensive coursework in special education would be unfair to both the teacher and his or her students. Anecdotally, I have heard from educators in Arkansas that the shortage is in large part due to teacher “burn-out”, and that although we have enough licensed special education teachers in the state to meet the current demand, those teachers have chosen to move to different disciplines to escape the extraordinary amount of paperwork and the enormous workload of special education teachers. If this is indeed the case, then I fear that the proposed change will only compound the problem of the</p>	<b>ADE Response:</b> See the response to Brandi Caldwell.
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		<p>current shortage.</p> <p>As for the position of ADE that this test-out exception would only apply to Resource classroom teachers, I would simply say that such a position fails to see the monumentally important role resource teachers play in the education of students with disabilities. Resource teachers have students with complex, intensive special education needs, and many of these students have significant disabilities affecting not only academic performance but also social, emotional, and adaptive skills. Resource teachers are far more than literacy and math tutors, and in sparsely-populated, rural school districts they are often responsible for ALL of the students in a school receiving special education services.</p> <p>I hope that the Arkansas Department of Education will reconsider this proposed change, and will instead work with the new <i>Legislative Task Force on the Best Practices for Special Education</i> to determine the cause(s) of the current special education teacher shortage and develop a plan to address the shortage based on the data compiled by the Task Force.</p>	
<b>Respondent:</b> Teresa Hall, Special Education Teacher, Elkins School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> As an educator who is licensed in the area of Art for P-12, I have taught in that content area for 12 years, and decided to make a change last year to teach Special Education Resource English for grades 9th thru 12th. I am teaching on an ALP and taking online classes for a program of study in order to add Special Education K-12 on my license. It is	<b>ADE Response:</b> See the response to John Gray.

		<p>my intention to only teach the high school level and in the content area of English; therefore, I do not necessarily need a K-12 licensure for this position. As an Art Teacher, I taught many students with mild to severe disabilities in an inclusive classroom environment. For this reason, along with the unfortunate onset of paranoid schizophrenia in my teenage son three years ago, I felt strongly about making the switch to special education in order to learn more about students and the various methods of how they learn, as well as seeking innovative strategies for increasing reading and writing skills for students with Specific Learning Disabilities. It is an inspiring endeavor; however, I feel overwhelmed and distracted by trying to manage and pay for college classes alongside teaching, juggling family, and becoming familiar with the paperwork procedures that are a mandatory and equally important part of a special education student's success in his/her least restrictive environment.</p> <p>In addition, I am currently studying to take the Praxis in order to add English to my licensure, which would benefit my content teaching as well as student achievement. Thus far, the class that I have taken towards the program of study for Special Education K-12 does not relate in any form to anything that I do in the classroom. The courses of study might be beneficial to someone who has never taught; however, it is redundant and expensive for someone who has been teaching for several years. I am all in favor of expanding my knowledge and complying with any of the new proposed rules as it would require passing the Praxis in the content area as well as Special Education. It would also seem that the proposed 'SPED 101 Academy' course would seem beneficial as well in preparing a teacher new to special education with more practical knowledge of what to</p>	
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		<p>expect. In addition, I would be willing to do required hours of professional development in the area of special education as I feel it would be more directed to actual hands-on application rather than generalized knowledge that is currently being taught in the required college courses. As someone with a Bachelor of Fine Arts, Masters of Arts in Teaching, and heading into my 14th year as an educator, I feel penalized for wanting to take on a new challenge in my career path which may be shortened if I am not able to complete the required coursework due to time and/or financial restraints.</p> <p>It is my hope to have a positive voice in favor of the 'proposed new rules' for adding Special Education to a license, as I believe they address the real issues that one will need in order to teach in this field and be successful. Thank you very much for any consideration in this matter.</p>	
<b>Respondent:</b> Melinda Stewart	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> I have my bachelor's in early childhood education a masters in special education P-4 and an additional certification in sped 4-12. I did not qualify for any financial assistance and got my master's degree as well as the additional certification when I was almost 30. While I am gainfully employed, I do have student loan debt. This new avenue for individuals to obtain sped licensure is not only mocking the individuals like myself who have worked years through a master's program it is a discrease [sic] to the hard work and dedication we have put into the work we do. I worry that in the future jobs will be harder for teachers (that have the traditional program of study) to get and or	<b>ADE Response:</b> The proposed rules for special education certification are for special education resource only. The program of study route you completed will allow you to teach all aspects of special education. The ADE would like to offer options to educators who are interested in teaching in the field of special education while trying to address the teaching shortage in the area as well.

		maintain. Payscale is based on the amount of college and years experience. I feel like it will be easier to hire a "cheaper" alternative putting all of the years of experience out the window. I wish you the best in this endeavor, however I do not feel it is in the best interest of anyone involved.	
<b>Respondent:</b> Angie Raney	<b>Date:</b> 8/13/15	<p><b>Comment (Special Education Licensure Options):</b> I believe the new licensure requirements are a good change. We certainly need highly trained individuals to work with our children but as a veteran educator, we all know that on-the-job training is the best training of all--especially when paired with the right support.</p> <p>We have to work with our future teachers to help them be able to become licensed without compromising the integrity of the training. I believe this proposed plan will work.</p>	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Dr. Peggy Doss, Education Dean, University of Arkansas at Monticello	<b>Date:</b> 8/13/15	<p><b>Comment (Special Education Licensure Options):</b> All of the proposed changes are a positive step in the preparation of teachers in all content areas and especially in the high need licensure area of special education. The recommendations provide quality alternative routes to the need for more teachers of special education.</p> <p>The overall recommendations for revisions in the educator licensure rules and regulations will result in a more efficient and effective system and, as a result, will positively affect the teacher pipeline for Arkansas schools.</p>	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Kristi Cox, MSE, LEA Special Education Supervisor, Special Programs, Batesville School District	<b>Date:</b> 8/13/15	<b>Comment (Special Education Licensure Options):</b> <p>Thank you for the opportunity to express public opinion regarding the proposed changes to the Rules Governing Educator Licensure. I am writing specifically about the proposed changes to grades K-6 and 7-12 Special Education Resource.</p> <p>It is my opinion that the proposed changes are a step in the right direction. As a former K-3 Resource teacher, K-6 Self-Contained teacher and now an LEA, I understand the importance of finding qualified special education teachers. I am also of the frame of mind that "qualified" doesn't necessarily mean a PRAXIS, Program of Study, Master's, or EdS degree. General education teachers in grades K-12 teach students with special needs on a daily basis. These are often phenomenal teachers that could step into a "resource classroom" and begin teaching tomorrow. A good teacher can teach anything.</p> <p>The fact that special education is a shortage area in the State of Arkansas is something with which I am acutely aware. As a new LEA, I found myself hiring a special education teacher 2 1/2 weeks before school started. Hiring any teacher 2 1/2 weeks before school starts is a daunting task. Add special education to the mix, and the task becomes next to impossible. The district was able to hire a very qualified young lady, with 4 years experience in a CHMS Clinic. However, this highly qualified educator is not currently certified in special education. Therefore, this young lady has taken a pay cut and is now going to enroll in an institution of higher learning to complete a program of study or MSE in Special Education.</p>	<b>ADE Response:</b> See the response to John Gray.
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		<p>In addition, my district has employed two other qualified educators in the role of special educator. One was a special education paraprofessional for 10+ years and is currently licensed P-4. The other has a Master's Degree and has endorsements in middle school math, social studies, literacy and science as well as special education paraprofessional experience. Both ladies are currently enrolled in programs of study for K-12 special education. This, yet again, is an example of teachers who are very highly qualified, based on experience, but do not possess the "correct" degree.</p> <p>Having been a qualified teacher without a special education degree, I understand the path taken by many educators. I had 8 years of special education experience in the private sector but was not certified. When hired, I pursued the MSE in Special Education as it was an important personal goal. The information gleaned in special education law was valuable to me as a special educator as well as in taking/passing the required PRAXIS courses.</p> <p>My concern regarding these proposed changes is that they are still somewhat restrictive. The SPED 101 Academy and required 3 credit hours of course work mean enrollment at an institution of higher learning and subsequent cost for the participant. The need for PRAXIS assessment might still be viewed by some as an insurmountable task, thus causing educators to shy away.</p> <p>If teachers are highly qualified to teach literacy, mathematics, social studies, and science in grades K-6 or 7-</p>	
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		<p>12, they should be highly qualified to teach literacy, mathematics, social studies, and science in a resource classroom. Teachers can be taught special education law and due process paperwork. They cannot be taught how to teach.</p> <p>As I stated, these proposed changes are a step in the right direction and I truly appreciate the State Department of Education taking measures to make the special education licensure process more streamlined.</p>	
<b>Respondent:</b> Mike Nichols, Ed.S., Principal, Paris Middle School	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> As a principal in Arkansas for the past 7 years, I appreciate the desperate need for availability in the area of special education. We need to be able to place quality teachers in these positions without having to go through overly complex processes to do so. We desperately need an easier path for special ed licensure and placement. Please make this happen for the best interests of students, educators, and all stakeholders in Arkansas education.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Bobbie Morrison, Special Education Director, Hot Springs School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I am writing to register my support for the new proposed rules for special education licensure. As the Director of Special Education for my district, I am constantly searching for qualified teachers. Frequently, general education teachers currently working within the district have expressed interest in special education vacancies but find the current program of study requirements extremely time consuming while maintaining their current teaching duties	<b>ADE Response:</b> See the response to John Gray.

		<p>. These are the teachers I wish to recruit:. I have observed their teaching and practice with differentiation and have seen how effectively they work with struggling learners. The new proposed rules would relax the requirements for currently licensed teachers by allowing a modified program of study.</p> <p>Based on my personal experience, I feel this is the right direction to go. Approval of the amended licensure rules will assist districts in hiring qualified teachers for our special need students without making it so difficult to become licensed in special education.</p>	
<b>Respondent:</b> Harvie Nichols	<b>Date:</b> 8/14/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>First, I want to express support for the revised rules. I would have preferred the original proposal but am appreciative of the efforts of ADE staff, representatives of higher education and public school personnel who arrived at the compromise.</p> <p>The only questions I have about the rules are technical in nature:</p> <p>In 2-3.05.4 the coursework must be from an accredited college or university but in 2-3.07.2.2 the language does not mention an accredited college or university. Should the language be consistent?</p> <p>In 2-3.05,4 the 45 hours professional development option is valuable because it allows a teacher the flexibility to complete the needed training with some control over their daily and weekly schedule. Why was that option not provided to applicants in 7-12? I would recommend that</p>	<p><b>ADE Response:</b></p> <p>Thanks for your support. We will correct the technical errors. We do want the coursework to be from an accredited college or university. The 45 hours of professional development refers to the K-6 and 7-12. However, after further consideration, the Department will remove the testing out provision 2-3.05 and address it later after reviewing data and findings from the Special Education Task Force and other stakeholders.</p>

		<p>language be inserted and allow that as an option for three of the required twelve hours.</p> <p>Again, thanks for the efforts of those who developed the revised rules.</p>	
<b>Respondent:</b> Susan Ameling	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> <p>I have an amazing 11 year old son, Nicholas. He is the most caring person I've ever met, his love and joy are infectious. He also has Asperger's syndrome, ADHD, high levels of anxiety and sensory processing disorder.</p> <p>Our struggle with public schools started in kindergarten. And we have continued to encounter bullying, verbal and physical, and mostly a lack of education from the staff. There are so many wonderful, amazing educators out there, but without the PROPER education, they will never understand our children. We have struggled to the point where I have had to remove my son because we were losing him, he was slipping further and further into his own world. And meeting after meeting discussing these issues brought no solutions. The staff were trying, they were great, they were very caring, they were NOT educated in special education. So as a parent, I beg you the Arkansas Department of Education to please not allow our special education teachers to only be required to have 6 credit hours before they care for my child.</p>	<b>ADE Response:</b> See the response to Brandi Caldwell.
<b>Respondent:</b> Kelvin Hudson, Assistant Superintendent, Flippin School	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> <p>I would like to offer my support for the proposed special education rules for licensure. I believe the new rules would allow current/experienced teachers a more attractive process</p>	<b>ADE Response:</b> See the response to John Gray.

District		in which to receive special education certification. Oftentimes a teacher will not realize, until later in their career, that they have a genuine interest in special education. In my 22 years in education (12 in administration) I know of instances where talented teachers have voiced a desire to transition to special education. I have also employed teachers that undoubtedly would serve the special education population well but would not consider the former path to certification. Giving the aforementioned the opportunity to pursue special education through a more attractive pathway will increase the opportunity for school districts to recruit talented teachers into the field of education. Again, I would like to voice my support for the proposed special education rules for licensure.	
<b>Respondent:</b> Glenda Bryan, Principal, Avondale Elementary School	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> For several years our district has found it very difficult to hire personnel for special education positions that are available. We have had several instances where we had to move someone who is already on our staff in another capacity (without special education certification) and that person had to be willing to go back to school and get the required degree in order to be certified and licensed in that area. It is becoming more and more difficult to find high quality applicants for these positions. Many times, as administrators, we see the qualities in our employees that would fit well with meeting the needs of our special education population, but these employees (for whatever reason) are not able to go back to school to secure the hours needed for degrees and certification. The new regulations would allow for this. I hope that you will consider my comments (from the "trenches") when making a decision	<b>ADE Response:</b> See the response to John Gray.

		concerning this issue.	
<b>Respondent:</b> Shannon Cantrell, Principal, Bob Folsom Elementary, Farmington Public Schools	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I am an Elementary Principal in NW Arkansas. Currently I have a Highly Qualified Teacher who has her masters in reading as well as hours of Professional Development geared toward teaching students who may learn differently than the majority of their peers. She has paid for her masters as well as most of the PD she has attended out of her own pocket, because helping struggling students is her passion. She has been a second grade teacher until this current school year. I had an opening in our Special Education, and because of her passion and knowledge we filed an ALP and moved her into this position. She is a single mother and to pay for more college hours to meet current requirements would be a burden on her and in my opinion will not make her any more qualified.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Bobby Acklin, Superintendent, Warren School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Re: Special Education Teachers. I support the measure... especially since we are one of the districts that is a teacher short this year. There is a "critical" shortage in this area. We are not the only district starting the school year a teacher short. This process will ensure they have basic training by getting the pd components, and that they have knowledge of how sped works by passing the Praxis (it is not an easy test). I think it is the only way we will get teachers in this area in the near future.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Jana Claybrook, TAP District Executive Master Teacher/ Federal Programs/Equity Coordinator, Lincoln Consolidated Schools	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> We support the new requirements. We have had quality candidates in the APPEL program who would have made high quality special educators under the past requirements.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Angela Dooly, Kindergarten Teacher, Folsom Elementary	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> As a current general population kindergarten teacher and former Special Ed. teaching assistant, I feel that the road to becoming licensed in Special Education should be made easier for current teachers. It takes special talents to be a truly effective Sped teacher. There are many teachers who would benefit from the requirements being changed so that they could more easily use their talents to serve this student population. The best teacher for the students' best interest, trumps everything else, in my opinion. Those who have proven to be good teachers and have a heart for Special Ed should be given more obtainable opportunities.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Jennifer Benson, Special Education, Piggott Elementary	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I have read all of the proposed changes to the special education licensing requirements. I find the changes to be reasonable and comprehensive. This year in my school district we have four new special education teachers. Two of us are seeking our special education endorsement.	<b>ADE Response:</b> See the response to John Gray.

		<p>Having taught for five years already and having been acquainted with special education for most of my life, I can recognize the unique needs and challenges of special education students. I am very overwhelmed by the fact that I have to take seven classes in three years while I continue to teach all day. As anyone who teaches or has taught knows, teaching is not a 7:30-3:30 job. Teaching all day, usually 7:00- 4:30 or 5:00, and researching and writing papers every night is extremely stressful. The new provisions would be much less stressful for teachers.</p> <p>I understand wanting the very best education for your child who is in special education. My little sister was a special education student. She had some of the best teachers a person could ask for. I feel that those who seek an endorsement under these proposed changes would be able to meet the needs of the special education students.</p>	
<b>Respondent:</b> Carol Douglass, Ed.D, Director of Special Education, Associate Professor, Cannon- Clary College of Education, Harding University	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Though I have participated on a task force that has worked diligently to develop competencies that are believed will better prepare special education teachers to enter their first day in a special education classroom, my concern is that we are <b>not</b> looking at other viable solutions to the problem and a quick fix is not always the best answer in the long run. I understand that there is a “critical shortage” in special education but I also understand that there are qualified certified special education teachers who are not in the classrooms.	<b>ADE Response:</b> The ADE is currently looking at other options in filling the critical shortage area of special education and will be collecting and analyzing data and working with stakeholders, including the newly formed Special Education Task Force, to study trends and identify possible reasons (such as those mentioned in the comment) teachers are not staying in special education.

<b>Respondent:</b> Dr. Lisa W. Todd, Deputy Superintendent, Greenbrier School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Districts have a very hard time finding good special ed teacher applicants. Educators need an easier path to become licensed in this area. We need to be able to find the best person for the job and not have to hire someone because we only had one candidate with a SPED license. We have had really good success hiring non-traditional educators for other fields like physics and math because of removing hurdles for districts to hire these candidates. We feel the same would be true in the area of Special Education.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Melissa Moore, Principal, Charleston Middle School	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> We are having a hard time in schools of our size filling positions in the area of Special Education. The proposed rules give some reprieve to competent educators to work in the field of Special Education. I am the principal in a middle school, and had the fortunate opportunity to hire a Special Education teacher who is licensed in Special Education for the grades P-4. Our position requires her to become certified for grades 5-8. This teacher will be working hard in her new job and has already passed the Praxis. It just seems unnecessary to require additional college courses to become certified in the middle level.  I am hopeful these proposed licensure rules are passed so that we may hire the best teachers available for special education and not require the certification process to be one that discourages educators from teaching Special Education. Our special education students in our middle school deserve the best teachers in the school district. Those quality educators will be able to reach and make a difference in the lives of our most vulnerable population. Please help us recruit our superstar teachers	<b>ADE Response:</b> See the response to John Gray.

		into the field of Special Education, and not allow the licensure requirements to be the roadblock in achieving this worthy goal.	
<b>Respondent:</b> Terri Bryant, Malvern School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> The proposed rules/changes for special education certification would make it much easier for us to hire special education teachers. It is difficult to hire and retain them due to the rigor involved. This is to support the proposed changes.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Larry Stang	<b>Date:</b> 8/14/15	<p><b>Comment (Special Education Licensure Options):</b> Having been a regular educator and moved to teaching special education I can clearly state that without the required special education training I received I would not have been successful in this transition.</p> <p>In talking with a wide variety of educators and educational administrators the issue with special education teachers is not a numbers issue, but rather a retention issue. Special education teachers experience an increased burnout factor due to overwhelming paperwork requirements and the wide range of needs of their students. When you add the wide variety of learning styles and cognitive levels you understand the reason for this. I can share with you that my own step-daughter is dually certified and currently teaches 3<sup>rd</sup> grade instead of special education. Her reasoning was simple – “I get to teach in 3<sup>rd</sup> grade, special education is all about paperwork”. I am confident this scenario plays out all over Arkansas.</p>	<b>ADE Response:</b> The ADE is looking at innovative ways to license and support teachers in the area of special education.

		<p>The proposal to reduce the certification requirements for special educators will not address the real issue as stated above. If anything, this proposal will exacerbate the retention issue for we are setting teachers up to fail.</p> <p>I implore you to reconsider your proposed change for it is a short-term look at a long-term problem.</p>	
<b>Respondent:</b> Donna Clark, EdS, High School Principal , Midland School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Thank you for taking the time to look over rules for teacher licensure to help ensure we have quality teachers in the state teaching our children. I especially am pleased to see the opportunity for good veteran teachers to have special education licensure options in addition to more college coursework available. This will allow our schools to have teachers licensed who have had rich experiences in the regular classrooms with special needs students. There are many excellent teachers who are already working with IEPs, 504 plans and students with physical disabilities on a daily basis who can extend those developed skills into special education. These rules will give students the opportunity to have teachers who have had life experiences in the classroom and have chosen to focus on special needs students. Thank you for considering these new rules.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Shelly Mathis	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Hi, I am currently serving in a Resource Classroom position after teaching for 7 years in the regular education classroom. I have my Master's degree and countless hours in professional development. I have studied learning disabilities and spent my own time and money in order to figure out how to best help students with their needs. These	<b>ADE Response:</b> See the response to John Gray.

		<p>students are not learning in their core instruction in the classroom. I also tutor children with reading and writing difficulties using multi-sensory structured learning techniques.</p> <p>I have been told I will need to take 21 more college credits in order to stay in the position I am currently working in under an ALP. I am a single mom and I do not have the money or time to devote to taking more college classes. I would much rather use my time and resources to further my knowledge and helping the students I currently serve.</p> <p>I would gladly take the Praxis test and take the SPED 101 class along with IDEAS class to become certified. However, I do not believe I will spend my own money and time for the next 3 years to become certified for no extra salary increase. Please help teachers like me who are passionate about helping students to become special education certified without jumping through extra hoops that will not benefit me or my students in the long run.</p>	
<b>Respondent:</b> Trish Evans, Special Education Supervisor, 504 Coordinator, Green Forest School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I am for changing the licensure requirement for special education teachers. I have had excellent general education teachers wanting to teach in special education, but they have not been able to afford to go back to school to get an additional degree. Many teachers already have their Masters and asking them to incur more debt to add on special education makes it harder to fill these very important positions. Special education teachers get paid the same as a regular education teacher even though they have a tremendous amount of paperwork and have federal and state	<b>ADE Response:</b> See the response to John Gray.

		<p>guidelines that they are held liable for.</p> <p>I have personally mentored general education teachers working on their special education degree from ASU, WGU, and SAU. They were all excellent teachers, but they didn't learn about special education rules, laws and paperwork from the college. It was from hands on experience and professional development. These people were already excellent teachers, they wanted the challenge and rewards of working with students with special needs. As a state we are missing an opportunity to allow already licensed teachers the option of adding on special education to their license without expending more of their money and time. The teachers will still take the Praxis, complete PD, and attend SPED 101 Academy. I have not seen the other route be beneficial to our students or our teachers.</p> <p>Our students with special needs are entitled to get the best teachers we can find. We are being held accountable, as part of our monitoring process, for student outcomes. Because of this we need now, more than ever, the option to put the best educators with our students that have great needs. I strongly encourage legislatures to change this process to benefit our students.</p>	
<b>Respondent:</b> Susana O'Daniel, Director of Public Affairs; Brenda Robinson, President,	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Thank you for the opportunity to give comment on the proposed rule changes governing educator licensure. My comments are focused around the rule changes proposed in Chapter 2 as they refer to Special Education.	<b>ADE Response:</b> See the responses to Brandi Caldwell and Karan Baker Burnette.

Arkansas Education Association		<p>The revised rules are an improvement from the proposed rules that were in front of the Legislative Council in June of 2015, however, we still have significant concerns with the proposed rule changes. Consider the title of the position: Special Education Teacher. A Special Education teacher must have specialized training. Special training does not mean less training, it means more, special training. Special Education teachers teach special students with a wide range of disabilities who come to them at a variety of developmental levels and with a wide variety of needs. Working with a special population with special needs requires expert knowledge in much more than one subject area or one grade level.</p> <p>Simply allowing regular classroom teachers to become special education teachers by testing out, completing a SPED 101 Academy, completing a single special education course or attending some additional professional development will not equip that regular classroom teacher to take on the multitude of special needs of our students who need the most attention and the most expertise. The proposed routes to qualification to teach special education fall disturbingly short of the preparation that Special Education students and teachers need to be successful.</p> <p>To illustrate why any erosion of the standards for Special Education Resource teachers would negatively impact students and teachers, I want to share some of the responsibilities, requirements and demands that Special Education teachers face. Special Education teachers prepare for, care for and teach children with a variety of disabilities. These specialized teachers must understand how each type of disability impacts learning. Special</p>	
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		<p>Education teachers must have a deep understanding of a wide range of developmental processes that extend far beyond one level of licensure. In addition, they must have experience in a wide range of expert teaching strategies, based in research, for all core subjects and at multiple developmental levels.</p> <p>These special educators must know and understand the law and due process for behavioral issues. They are required to know how to write individual goals and objectives for each curriculum subject area based on grade level Common Core Standards for each student based on his or her individual needs and circumstances. Special education teachers have to maintain ongoing data collection and report progress each quarter as well as annually.</p> <p>They must not only focus on interventions for individual student achievement while considering the appropriate level of instruction, but they must also assess how the student's disability impacts learning and document each student's achievement, while revising plans and interventions throughout the school year. As the Special Education experts, resource teachers have to coordinate with the students' other teachers, therapists, and parents to write Individual Education Plans that ensure academic and social achievement for students. This comprehensive work is done on an annual basis.</p> <p>Special Education teachers are held to a very high standard of knowledge of the complex laws and requirements to manage serving students. They must meet the required number of instructional minutes with the students, collect data, maintain all paperwork, and plan daily lessons for each individual student based on their IEP. The matrix of</p>	
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		<p>needs these students require to be successful demands that we ask our most qualified, experienced, and highly trained teachers to take on these tasks.</p> <p>We have concerns that putting regular classroom teachers into a special education setting where students have some of the greatest needs is not a viable long term solution for teacher shortage areas or for successful student outcomes. Shortage areas have been addressed with the option for licensed teachers to be hired and to work in Special Education while they are completing a program of study through an ALP.</p> <p>Our fear is that these proposed rule changes would allow teachers to be licensed, but under-prepared. Public school educators teach all of our students and it is incumbent upon all of us to ensure that the certification process for educators will prepare them to be successful for all of our students. It is imperative that we not erode these standards which can lead to frustration and failure. Our students with disabilities and special needs deserve and have a right to an appropriate education from a teacher with specialized training and skills.</p>	
<b>Respondent:</b> Susan Shurley, Director Special Services, Marion School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> Submission of this comment is to SUPPORT the proposed rules regarding the licensure of special education teachers. The current licensure process is extremely difficult. It is vital a licensure process be in place to allow districts the opportunity to hire the best person they can for our special education population. It is important the process not be so difficult candidates find it near impossible to become licensed as is the current licensure process.	<b>ADE Response:</b> See the response to John Gray.

		SUPPPORT for the proposed rules regarding the licensure of special education teachers.	
<b>Respondent:</b> Angela Winfield, LEA Supervisor, Southwest Arkansas Education Service Cooperative	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I have been an LEA Supervisor in SW Arkansas for the past fourteen years. Prior to this, I was a Special Education teacher for ten years. As a supervisor, I can verify that we have a shortage of certified teachers in Special Education in Southwest Arkansas.  There are several reasons for this.  1). Financially, the teachers often do not have the personal funds to go back to school.  2). Excessive litigation scares teachers from coming to this area.  3). Extra education for the same pay when they are certified in another area is not economically reasonable.  There are several Special Educators against the proposed regulations due to the hard work they have done for their licensure. They feel it is a slap in the face. I respect and understand their thinking and concerns. On the other hand, I have lost good teachers who tested out in other states and received licensure there, only to be denied in Arkansas. Because of this, I support the proposals as they currently are for SpEd licensure with the inclusion of the supplemental requirements. We need more Special Education teachers in order to serve students with Special Education needs.	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Andy Chisum, West Side School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> We had a special education teacher leave the week before school started in 2014-15. As you might imagine, the quality of applicants at that time of year was extremely low. Rather than deal with hiring a weak teacher who could ultimately cause us more problems than he/she might fix, the position went unfilled last year. We dealt with it by reconfiguring the job descriptions and FTE of one of our principals, who is licensed in special education. This was quite a burden on him and the special education staff as their loads became larger. We are a small district which only employs 4 special education teachers and we had difficulty finding quality special education licensed applicants. I can only imagine what larger districts are facing with a much larger special education staff. The proposed rule change would be very beneficial to a large number of school districts in the state in order to remain in compliance with standards and better serve students.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Daniel Hope, Assistant Principal, Greenbrier Middle School	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> The need to be able to hire the best person we can for our special education population and not make it so hard to become licensed is why I support the ADE in the process of trying to help this situation by making it a little easier for people to become licensed in this area.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Earl H. Bruning	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> The Special Education Academy course and subsequent coursework is a positive step to help with the teacher shortage in this area. Colleges and Universities need to provide the education.	<b>ADE Response:</b> See the response to John Gray.

		<p>It is disturbing to note that Three Public School systems in Arkansas have decided to declare themselves Charter Schools which also indicates they do not have to have certified teachers in every classroom. It appears that we have multiple types of requirements for some educators that require rigor and other paths with less rigor. We do not have a consistent baseline for those influencing and education our Arkansas children and youth.</p>	
<p><b>Respondent:</b> Cassie Howell, Staff Attorney, Disability Rights Arkansas</p>	<p><b>Date:</b> 8/14/15</p>	<p><b>Comment (Special Education Licensure Options):</b> Disability Rights Arkansas (DRA) has reviewed the Arkansas Department of Education's (Department) proposed changes to the Special Education Licensure Rules, and we are concerned that these changes would be detrimental to the quality of education that students with disabilities would receive in the state. While we appreciate the Department revising its previously proposed rules to include some training or coursework related to special education before allowing the addition of Special Education certification, we believe that this training is not enough to adequately prepare a teacher for the complicated issues they will encounter in the Special Education field.</p> <p>We understand that the Department has proposed these rule changes in response to a reported shortage of special education teachers throughout the state. While lowering the training and coursework requirements might result in additional teachers to fill special education positions, it does not provide those teachers with the training and resources needed for the specialized field and does not truly address the shortage issue.</p>	<p><b>ADE Response:</b> See the responses to Brandi Caldwell and Karan Baker Burnette.</p>

		<p>Special education teachers must be able to utilize extensive skills and instruction they have received in order to address the unique challenges that a student with a disability might face within their classroom s. Without receiving training in evidence-based practices and teaching methods, teachers will not have the resources to draw from in order to effectively address their students' needs, which could lead to safety concerns within the classroom and to further teacher shortages. In short, lowering the qualifications needed in order to obtain special education certification does a disservice to both the teachers and to the students within their classrooms.</p> <p>We encourage the Department to postpone any changes to the special education licensure rules until a meeting can be held with important stakeholders, including those who educate and prepare our future teachers and those currently teaching in special education, so that the rules can better reflect the training and supports that special education teachers need. Additional time and conversation would allow the Department to better determine the causes of any special education teacher shortage and to address that problem head-on. In the meantime, should a district be unable to fill a position with a special education teacher that meets the needed requirements, the Department could look at an alternative licensure program on a limited, case-by-case basis, without needing to lower the standards for all special education teachers across the state just to fill a vacancy. We believe that, through this discussion, the Deptment will find that special education teachers need more resources, not less, and the rules governing special education certification should account for that.</p>	
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		<p>Our students with disabilities rely on having teachers in the classroom who have received extensive training and preparation to meet their varying educational needs. We believe that the licensure requirements must reflect that to ensure that our students with disabilities receive the type of education that they are entitled to by law and, most importantly, the type of education that they deserve.</p> <p>[Note: Disability Rights Arkansas also provided the same comment at the public hearing on these rules.]</p>	
<b>Respondent:</b> Sharon Berry, Principal Arkansas School for the Blind and Visually Impaired	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I am a general and special education teacher/Principal. I am extremely worried that you are weakening special education by watering down the requirements for licensure in special education. For a teacher, special education is a “specialist” position that requires expertise in dealing with, accommodating for, educating and managing children with diverse special needs. General education teachers cannot and should not be allowed to obtain special education licensure without appropriate higher education courses, internships and Praxis assessments. Not everyone who teaches general education is capable of effectively and appropriately teaching children with special needs. Please do not water down and weaken the educational opportunities for children with disabilities.	<b>ADE Response:</b> The ADE realizes the proposed changes in special education resource are not the only fix needed to address the teacher shortage in the area of special education. The ADE will continue to work on this very important issue. Currently there are several teachers each school year allowed to work under an Additional Licensure Plan (ALP) for special education. The proposed changes to special education resource is designed to help give teachers interested in teaching in the field a route to become licensed without losing the integrity of the special education requirements.

<b>Respondent:</b> Beth Stewart, Ed.D., Deputy Superintendent, North Little Rock School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> <p>2-3.05 To add a K-6 or 7-12 Special Education Resource endorsement by testing out</p> <p>I want to applaud the ADE for having the foresight to change rules allowing testing out for such a critical shortage area as Special Education. Also, this addresses the issue of HQT in regards to Standard Accreditation. Currently, all teachers on ALPs for the 2015-16 school year for the North Little Rock District are for Special Education.</p>	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> Karli Saracini, Director of Human Resources, North Little Rock School District	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> <p>2-3.05 To add a K-6 or 7-12 Special Education Resource endorsement by testing out</p> <p>I want to applaud the ADE for having the foresight to change rules allowing testing out for such a critical shortage area as Special Education across the state. Also, this addresses the issue of HQT in regards to Standard Accreditation. Currently, all teachers on ALPs for the 2015-16 school year for the North Little Rock School District are for Special Education.</p> <p>Also, mentoring should be added to the section.</p>	<b>ADE Response:</b> See the response to John Gray.

<b>Respondent:</b> Jim Hill, Arch Ford Education Service Cooperative	<b>Date:</b> 8/14/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>My statement related to certification/Licensure revision for Special Education. Well, here we go again watering down the training required for those who work with kids with special needs. The system always is willing to reduce, work around, of completely do away with requirements that benefit special kids. If the issue was football, would the schools try to reduce the services those football students receive? Of course not, in fact in some cases, schools cut back on other costs to be sure there are adequate coaches (plural) and that we bend the expenditure rules as much as possible to insure the programs. Consistently school personnel complain about the cost of Braille Embossers, Apex, CCTV's, Zoom Text, Jaws, etc. and instead, classifying kids as 504 to reduce the cost of educating visually impaired children. I don't see the Education Department entertaining the idea that training requirements for math, English, or other academic classes be reduced but it does entertain the idea of reducing the education requirements for teachers of special education. Are they less important? Are they second class students? NO, they deserve expertise by teachers specifically trained to deal with their unique needs. Yes, meeting the educational needs of special education students is expensive! Yes, the teachers of special education students do require specialized education and training to properly identify and provide appropriate education for all children with special needs.</p> <p>I will ask you this question and I think it will make my case. If your child was a student with special needs, would you want him/her to be taught by a teacher who was inadequately educated in the educational, social and</p>	<p><b>ADE Response:</b></p> <p>See the response to Sharon Berry.</p>
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		<p>functional needs of your child? I'm certain your answer is NO, YOU WOULD NOT; no more than a parent who has a child with great educational potential as a math student would want a teacher with inadequate general education and training.</p> <p>This whole issue is not about the question "can regular teachers without adequate special education training and skills meet the CLASSROOM needs of a student in special education"; instead, it is about reducing the educational services for special needs students and making easier for schools to "appear" to be educating children with special needs. I wonder if the money saved will exceed the expenditures paid out by school districts from lawsuits by disgruntled parents?</p>	
<b>Respondent:</b> Lisa St. John, Principal, Apple Glen Elementary	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> It is my hope that changes will be made in the area of special education licensing to make the process easier for teachers. Finding a person who is a great fit for a special education classroom and has the desire to work with students who have special needs is often a daunting task. It would be very helpful if changes could be made for people seeking special education licensure.	<b>ADE Response:</b> See the response to John Gray.
<b>Respondent:</b> David Deere	<b>Date:</b> 8/14/15	<b>Comment (Special Education Licensure Options):</b> I am writing to make comments on the proposed revisions to the Arkansas Department of Education Rules: ADE Rules Governing Educator Licensure. I am concerned about the proposed changes that will allow teachers to obtain their	<b>ADE Response:</b> See the responses to Brandi Caldwell and Karan Baker Burnette.

		<p>license to teach special education resource without rigorous academic training program. It seems that the proposed changes will streamline the path to licensure without providing the knowledge and skills necessary to provide proper classroom instruction. We should provide better pre-service preparation, rather than providing less.</p> <p>I understand these proposed changes are in response to the difficulty that school districts encounter in employing highly qualified teachers. Data from the National Education Association (NEA) indicate we may be facing a problem with retention, more than one of recruitment. Special education teachers report that they leave the field due to a variety of reasons, including lack of administrative support and mentoring, limited professional development and training, lack of planning time, working conditions, excessive paperwork, and working with children with challenging disabilities without proper support. It would seem that sending teachers into the classroom with less training will only exacerbate these factors. Rather than reducing preparation of teachers, better preparation and support while in the classroom will pay high dividends with retention. Reduction in preparation will likely only speed the revolving door leading to teachers' exit from the profession, or at least from special education.</p> <p>I work with children with autism and fetal alcohol spectrum disorders that have many challenging behaviors. When these children are in the care of marginally qualified personnel, we tend to see an escalation of problems. We owe them every opportunity to succeed and need skilled personnel as their teachers.</p>	
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		I encourage you to suspend the proposed revision of special education licensure and to focus on supports that can encourage retention.	
<b>Respondent:</b> Janet Filer, Ph.D., Victoria Groves- Scott, Dean, Kathleen Atkins, Chair, Department of Elementary, Literacy, and Special Education, Patricia Kohler- Evans, Faculty Member Janet Filer, Faculty Member, University of Central Arkansas	<b>Date:</b> 8/3/15	<b>Comment (Special Education Licensure Options):</b> This document is in response to the proposed regulations concerning special education licensure. It includes three important sections: <ul style="list-style-type: none"> <li>A. Direct response to the proposed rule change.</li> <li>B. Questions we feel need to be considered during this process.</li> <li>C. A brief summary of the history of special education licensure in Arkansas since the late 1990s.</li> </ul> <b>A. Direct response to the proposed rule changes</b> According to the new proposed rules, a K-6 teacher would be allowed to test out of a K-6 Special Education Resource and a person holding a standard 7-12 English Language Arts, Mathematics, or Science license may test out of 7-12 Special Education Resource. However, a 4-8 teacher would have to choose either K-6 or 7-12 Special Education Resource. <u>2-3.05.1.2 A person holding a standard 4-8 license may test out of either (but not both) K-6 Special Education Resource or 7-12 Special Education Resource;</u>  This is creating TWO new teacher licenses that of K-6 Special Education Resource and 7-12 Special Education Resource. We have TWO major concerns:	<b>ADE Response:</b> Much of the discussion and questions raised here by UCA are issues that will likely be the subject of discussion for the Special Education Task Force that met for the first time on August 17, 2015. Our responses here are to particular statements regarding these rules.  <b>A.1.</b> – The reference is to a change in November 2013 licensure rules that were the result of recommendations from the 2011-2012 Licensure Task Force.  <b>A.2</b> – In response to the statement, “there is a not a K-6 special education teacher shortage,” the ADE issued 440 Additional Licensure Plan (ALP) Waivers for Special Education in 2014-2015. Of those, 163 were ALP Waivers for P-4 grades (the current elementary level of license during that year). Under an ALP, an educator may teach the content area while they are seeking licensure. Also, we have eight (8) institutions of higher education offering programs for special education licensure, and only six (6) of those are offering a program for

		<p>1. AR has essentially gone from an exemplary SPE license (3 yrs ago) to proposing a license which is typical of those seen in the 1970's. States have moved away from the categorical/level of severity license (Mild, Moderate, Severe, etc) to a non-categorical (such as the K-12) current license. Of course, while resource room services are typically associated with students with mild disabilities, "resource" is not a disability category but a placement option. How many years have we touted, special education is not a placement, but a service? Do we really want to have a license area based on placement option as if we are still working under a categorical focus? Currently ( or in very near future) there will be a new state task force charged with evaluating special education practices in Arkansas to determine if our practices are promoting inclusive services and quality education to the special population. It seems as if this categorical approach would not go over well.</p> <p>2. If this is passed, we have concerns with section <u>2-3.05.1.2 A person holding a standard 4-8 license may test out of either (but not both) K-6 Special Education Resource or 7-12 Special Education Resource;</u></p> <p>Since the Special Education Resource will be a new license, all levels should be kept equivalent, meaning if we are creating new licenses, then create a new 4-8 Special Education License, otherwise special education resource teachers will be teaching</p>	<p>a first-time K-12 special education license.</p> <p>As to the statement, "These 9 hours should not be able to include a previous special education survey course." The special education survey is a course in the special education program, so it is not clear why they would not count their own course.</p> <p><b>B. "Questions that need answers"</b> – This section seems to ask the ADE to address issues or to speculate about issues that are not necessarily rule-related. Therefore, the comments will be taken under consideration and if the ADE determines there is a need to address them, it will do so in a more appropriate forum.</p> <p><b>B.3</b> – The Diament report is based on data from 2012-2013. The data was all based on a system that was creating educators based on the "exemplary SPE license" of previous years. Arkansas's Education Preparation Programs transition to the new licensure areas had not been in effect. The effects of the major shift in Special Education licensure in Arkansas will not be evident for several years.</p> <p><b>B.4</b> – Under the previous licensure system, Special Education licensure was an endorsement only. This meant that teachers</p>
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		<p>in a grade level for which they are not prepared .</p> <ul style="list-style-type: none"> <li>○ Middle school typically covers grades 5, 6, 7 and sometimes grade 8. If a 4-8 teacher must choose K-6 or 7-12, he/she will not be able to teach all children in his/her school. For example, if a teacher chooses k-6 Special Education Resource, he/she will not be able to teach students in grades 7 or 8. If this same teacher chose 7-12 Special Education Resource, he/she will not be able to teach the students in grades 5 and 6. Either way results in a 4-8 regular education teacher who either receives a 7-12 Special Education Resource license or a K-6 Special Education Resource license potentially teaching in an area he/she is not trained for. Therefore it makes sense to also develop a middle school Special Education Resource license, otherwise a shortage of highly qualified teachers will continue.</li> <li>○ Furthermore, we are not convinced that this new license helps schools because now schools need multiple types of special education teachers – teachers that can cover resource AND teachers that can cover all other areas of special education such as teachers for students with more significant disabilities. With the current license (not the new proposed license) special education teachers can teach all levels of k-12 students with special needs.</li> </ul>	<p>would have an initial license and possibly multiple teaching areas. Those teachers would have a “choice” and may be choosing to teach in their initial area.</p> <p><b>B.5</b> – ADE has website available that provides a list of trainings and other support that is available.  <a href="https://arksped.k12.ar.us/index.html">https://arksped.k12.ar.us/index.html</a></p> <p><b>C.2</b> – The following statement is incorrect, “... in 2013 The Arkansas Department of Education once again changed licensure requirements ... creating a non-categorical, stand-alone license, meaning a standard license for special education – it is no longer an endorsement.” K-12 continues to be available as an endorsement to a standard license.</p> <p><b>C.7</b> – Adding K-6 and 7-12 Special Education Resource will not require IHEs to rewrite any current programs. IHEs must submit a proposal for a new endorsement, but to offer the endorsement is optional.</p>
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		<p>○ In addition, there is a not a K-6 special education teacher shortage. Therefore there is no need for a K-6 Special Education Resource license.</p> <p>In addition, Section 2-3.05.4 states that a teacher would need to “Document successful completion of three (3) college credit hours in special education at an accredited college or university or a 45-hour professional development piece in special education through ArkansasIDEAS. “ We strongly believe that this 3-hour college credit course needs to have a time frame limit on it. The field and knowledge of best practices in special education are constantly changing, so teachers should not be allowed to use a class that is older than 5 years. In addition, once IDEA is reauthorized, this 5 year limit needs to be re-examined. In addition, we want clarification that this 3 hour course must be <b>in addition to</b> SPED 101 Academy.</p> <p>Endorsement by program of study states that</p> <p><u>2-3.07 To add a K-6 or 7-12 Special Education Resource endorsement by program of study, an applicant shall:</u></p> <p><u>2-3.07.1 Hold a standard 4-6 or 4-8 license, or a standard 7-12 license in a content area of English Language Arts, Mathematics, or Science;</u> This is a typo and should state K-6 or 4-8...</p> <p><u>2-3.07.2 Document successful completion of nine (9) to twelve (12) hours of study in special education, to include:</u></p> <p><u>2-3.07.2.1 SPED 101 Academy;</u> <u>2-3.07.2.2 An additional nine (9)</u></p>	
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		<p><u>credit hours in special education except that three (3) college credit hours of a special education survey course successfully completed by the applicant in a previous program of study may count as three (3) of the nine (9) credit hours; and</u></p> <p>If SPED 101 Academy by definition is 3 college-credit hours, universities will need to write new programs of studies for the additional 9 hours. These 9 hours should not be able to include a previous special education survey course. And if the new program does, once again the course should be no older than 5 years, and once IDEA is re-authorized, the 5 year limit needs to be replaced.</p> <p><b>B. Questions that need answers</b></p> <ol style="list-style-type: none"> <li>1. Since IDEA 2004, students with disabilities have been held to the same assessment standards as other students. One question that begs answering is, how do identified students with disabilities in Arkansas fare on high stakes assessments? How do Arkansas students compare to students from other surrounding states? Has the ADE examined this data?</li> <li>2. Given OSEP is transitioning from requiring states to report “compliance data” to “result data” in State Performance Plans (SPP), ADE should be very thoughtful when considering the preparation of</li> </ol>	
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		<p>special education teachers. A review of the Arkansas' 2013-2014 SPP/APR, reveals several content related areas of “needs assistance”, which begs the question: will Arkansas' “results”, which determine state funding, be adversely affected by placing minimally prepared special education teachers with a sub-population who has previously failed to learn by traditional strategies?</p> <p>3. Another question to be answered: How does Arkansas compare to surrounding states in the provision of special education services to its students? In 2013, most states were identified by the U.S. Department of Education as meeting their responsibilities to provide special education services (<a href="http://www.disabilitycoop.com/2013/07/16/states-improvement-sped/18321/">http://www.disabilitycoop.com/2013/07/16/states-improvement-sped/18321/</a>). Arkansas was among those given this designation. Interestingly, Oklahoma and Texas, states bordering Arkansas, were identified as needing assistance. In a 2014 article (<a href="http://www.disabilitycoop.com/2014/06/24/most-deficient-special-ed/19466/">http://www.disabilitycoop.com/2014/06/24/most-deficient-special-ed/19466/</a>), Michelle Diamant suggested that new federal criteria are being used to determine quality of special education services, and that Arkansas is now listed as a state that needs assistance, along with Louisiana, Mississippi, Oklahoma, and Tennessee. Texas was listed as a state that needed intervention, and Missouri was the only state bordering Arkansas that met requirements. To what degree has the Arkansas Department of</p>	
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		<p>Education examined student outcome data in making the determination that candidates can “test out” in order to receive a special education license? In other words, what data, other than superintendent complaints, have been studied?</p> <p>4. The major reason why the new rules are being considered are that proponents hope to solve the shortage of highly qualified special education teachers. However, in Arkansas there are high numbers of teachers already licensed in special education but who choose not to teach in the field. The issue of retention of special education teachers is typically related to lack of administrative support and mentoring, limited professional development and training, lack of planning time, working conditions, excessive paperwork, and working with children with challenging disabilities without proper support (<a href="http://www.nea.org">www.nea.org</a>). Having special education teachers without adequate training in the field who will likely deal with these same factors will likely result in even higher numbers of special education teachers leaving the profession at a faster rate. So what is the Arkansas Department of Education doing in the area of retention, as <b>retention seems to be the bigger issue</b></p> <p>5. This critical shortage of special education is not new information. For years, it seems as if the main form of attack on the shortage has been to change licensure requirements. Perhaps the much larger</p>	
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		<p>issue is, what is the ADE doing to provide the degree of support that teachers in the field of special education truly need? With such a focus on regulatory compliance, what kinds of networking and professional development opportunities are being offered so that teachers will want to stay in this noble field?</p> <p>6. What is the Arkansas Department of Education doing in the area of retention, as retention seems to be the bigger issue?</p> <p><b>C. Background on Special Education Teacher Licensure since the late 1990s</b></p> <p>1. Prior to 2000, special educators were licensed categorically by level of severity, that is to say mild, moderate or severe-profound disabilities.</p> <p>2. In 2001 Arkansas changed special education licensure to an endorsement program requiring teachers to hold a regular/general education license before adding an age equivalent special education license. This was in response to NCLB and IDEA. However, before these programs were given a chance to provide highly qualified special educators, the Department of Education decided to allow regular educators to get a special education license is an age level other than their standard license in regular education, for example, a teacher with P-4 regular education license could with a program of</p>	
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		<p>study be licensed as a Grade 4-12 special educator, with no appropriate content area. This was done to appease superintendents indicating they had a teacher shortage.</p> <p>3. In 2013 Arkansas was held up in a session being conducted by the U.S. Department of Education at the annual ATE meeting as a leader in the area of special education licensure because we required a standard teaching license with an endorsement in special education. Following the meeting, the presenters were informed of the recent change in licensure.</p> <p>4. In response to a critical shortage of special educators, in 2013 The Arkansas Department of Education once again changed licensure requirements. This time, creating a non-categorical, stand-alone license, meaning a standard license for special education – it is no longer an endorsement. However, more subject content was added to the licensure requirements. It was thought that this added content would allow special educators to be considered “Highly Qualified”.</p> <p>5. In order to address critical shortage of special education teachers, IHEs have responded to requests from ADE by:</p> <ul style="list-style-type: none"> <li>✓ revising existing special education preparation programs to meet two new licensure levels (BK integrated and K-12</li> </ul>	
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		<p>special education);</p> <ul style="list-style-type: none"> <li>✓ developing new initial licensure programs in special education (K-12);</li> <li>✓ aligning programs to the ADE standards for all teachers, the Arkansas Competencies for Special Education Teachers, the Council for Exceptional Children (CEC) professional standards, the state required Praxis tests, and the Teacher Evaluation Support System (TESS);</li> <li>✓ Participating with ADE on a task force to facilitate alternative ways of becoming licensed in special education such as boot camps and Master's of Arts in Teaching (MAT) programs.</li> </ul> <p>6. The above programs (except for MATs) are just now getting underway, candidates are entering the newly written program this year (2015-2016). It took faculty countless hours to rewrite their programs, aligning them to revised CEC standards and presenting them to advisory boards as well as approval committees.</p> <p>7. Before giving these new programs a chance to produce results, Arkansas Department of Education, is already changing the requirements which will necessitate universities rewriting programs again.</p> <p>The time has come to put our students with exceptional learning needs at the forefront of our decision making. We</p>	
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		hope that together, ADE, IHEs, and Public School superintendents and faculty, will embrace the notion that our children come first and work together to increase success within our student population.	
<b>Respondent:</b> Tripp Walter, Attorney, Arkansas Public School Resource Center	<b>Date:</b> 8/14/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>Section 1.2.44: This is a good addition.</p> <p>Section 2-3.05.1.2: This section appears to present the possibility that someone may be penalized who could otherwise test out in both areas.</p>	<p><b>ADE Response:</b></p> <p><b>Re: 2-3.05.1.2</b></p> <p>This is to promote appropriate decision-making. The candidate needs to test out of the area for which they are best suited.</p>
<b>Respondent:</b> Bryan Duffie, Superintendent, Westside Consolidated School District	<b>Date:</b> 8/15/15	<p><b>Comment (Special Education Licensure Options):</b></p> <p>2-3.05 To add a K-6 or 7-12 Special Education Resource endorsement by testing out</p> <p>The Westside Consolidated School District strongly endorses the recommendation from the ADE concerning special education licensure. We are in a crisis in Arkansas concerning the availability of qualified special education teachers. I am fully supportive on the increased flexibility in order to provide a licensed teacher for our students who most need a licensed teacher.</p> <p>I understand some special interest groups are complaining and "stacking the deck" to get their way on this issue. These groups have no clue as to the challenges all public schools face with finding licensed special education teachers in this critical shortage area. In my view, our</p>	<p><b>ADE Response:</b></p> <p>See the response to John Gray.</p>

		<p>institutions of higher education need to be more flexible in helping alleviate this crisis in our state. Many other areas of licensure are provided this flexibility, and special education licensure should be no exception.</p> <p>Westside is going through a crisis at this moment trying to fill 1-2 positions for self-contained special education classrooms. These students deserve a licensed teacher to provide much needed services for their benefit.</p> <p>Please let me know if you need more information. I am fully supportive of the flexibility being proposed by this ADE regulation.</p>	
<b>Respondent:</b> Lucas Harder, Arkansas School Boards Association	<b>Date:</b> 7/22/15	<b>Comment (Various sections):</b> 1-1.04 should be changed to “contains no less than six (6) days” to match the change to 6-17-2402(1) from Act 44.  Several places the rules mention the GED, which was changed to “high school equivalency” by Act 1115.  Is 4-2.03.1 necessary since the statutory amount of PD required to be included in a contract was changed to thirty-six by Act 44?  4-2.08.1.2: Tier 2 was reduced to a minimum of 2 hours of training by Act 345.	<b>ADE Response:</b> ADE has made changes in the final rule to reflect each of these comments.

<b>Respondent:</b> Christopher E. Trombly, Ph.D. , Assistant Professor, Educational Leadership, Department Head, Center for Leadership and Learning	<b>Date:</b> 8/11/15	<b>Comment (Appendix A):</b>  Having reviewed the proposed rules for educator licensure, I encourage you to revise the table in Appendix A, Levels and Areas of Licensure, to reflect the minimum degree that is required to hold each license. As presently written, the table could be interpreted to mean that the school counseling license can be obtained with no more than a Bachelor's degree. Since nothing in the written rules explicitly states otherwise, that's problematic. Clearly, anyone who is to serve in a school counseling capacity should hold an advanced degree in school counseling or counseling psychology.	<b>ADE Response:</b>  The Policies Governing Educator Preparation Program Approval will address this. The policies will include the requirement of a Master's level or higher programs for School Guidance Counselor, Library Media Specialist, and Reading Specialist.
<b>Respondent:</b> Dr. David Bell, Director of Licensure and Support Services; Dr. Mary Gunter, Dean of the College of Education and the Graduate College, Arkansas Tech University	<b>Date:</b> 8/11/15	<b>Comment (Appendix A):</b>  The chart is not clear related to level of degree required to hold the license. Do you need a column indicating the minimum degree required to hold the license? As an example, can you hold the counseling license with a bachelor's degree? We think licensure in counseling should require as a minimum a master's degree.	<b>ADE Response:</b>  The Policies Governing Educator Preparation Program Approval will address this. The policies will include the requirement of a Master's level or higher programs for School Guidance Counselor, Library Media Specialist, and Reading Specialist.
<b>Respondent:</b> Dee Dee Cain	<b>Date:</b> 8/12/15	<b>Comment (General):</b>  Keep standards high for teachers our children deserve the best. You guys set the scores so stand by them.	<b>ADE Response:</b>  Praxis scores are set by national and state standard setting studies (which include state experts in the relevant field) and adopted by the State Board of Education.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE  
November 2015**

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**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 1:  
TRADITIONAL LICENSURE**

**1-1.0 REGULATORY AUTHORITY AND PURPOSE**

- 1-1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.
- 1-1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004, 6-15-1703, 6-17-401 *et seq.*, 6-17-2601 *et seq.*, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, and 25-15-201 *et seq.*
- 1-1.03 The purposes of these Rules are to:
- 1-1.03.1 Establish requirements and procedures for the issuance, licensure, re-licensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;
  - 1-1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;
  - 1-1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;
  - 1-1.03.4 Implement as a prerequisite to licensure the requirement of college-level coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418;
  - 1-1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418;
  - 1-1.03.6 Provide for the issuance of provisional and standard licenses through nontraditional programs, under Ark. Code Ann. § 6-17-409; and
  - 1-1.03.7 Provide for a Lifetime Teaching License, under Ark. Code Ann. § 6-17-2601 *et seq.*
- 1-1.04 These Rules implement Arkansas law requiring that school districts provide ~~ten~~ ~~(10)~~ ~~six~~ ~~(6)~~ professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1-1.04.1 It is noted here that higher education shall include within educator preparation programs curriculum that addresses requirements established by Arkansas statutes governing preparation for educator licensure, including without limitation, instruction in:

1-1.04.1.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1-1.04.1.2 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

1-1.05 In addition to the pathways to licensure contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who meet that Department's requirements and who:

1-1.05.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1-1.05.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or [GED high school equivalency](#) credential.

## 1-2.0 DEFINITIONS

For the purposes of these Rules:

1-2.01 **"Accelerated Teaching Program"** means a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

1-2.02 **"Accredited College or University"** means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.03 **"Accredited Guidance and School Counseling Program"** means a guidance and school counseling program that is offered by an accredited college or university, and the program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), or approved by the licensing authority of a state government.

1-2.04 **“Accredited Speech-Language Pathology” or “School Psychology Program”** means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

- 1-2.04.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or
- 1-2.04.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or
- 1-2.04.3 Approved by the National Association of School Psychologists; or
- 1-2.04.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

1-2.05 **“Accredited Educator Preparation Program”** means an educator preparation program that is:

- 1-2.05.1 Accredited by the Council for Accreditation of Educator Preparation (CAEP); or
- 1-2.05.2 Accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or
- 1-2.05.3 Approved by the licensing authority of a state government.

1-2.06 **“Additional Licensure Plan (ALP)”** means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) school years dependent on successful progress towards completion.

1-2.07 **“Administrator License”** means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

- 1-2.07.1 **“Curriculum/Program Administrator”** - a school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

- 1-2.07.1.1 Special Education;

- 1-2.07.1.2 Gifted and Talented Education;
- 1-2.07.1.3 Career and Technical Education;
- 1-2.07.1.4 Content Area Specialist, in a licensure content area;
- 1-2.07.1.5 Curriculum Specialist; or
- 1-2.07.1.6 Adult Education;
  
- 1-2.07.2 “Building-Level Administrator” - a principal, assistant principal, or vice principal in an Arkansas public school or in the Arkansas Correctional Schools;
  
- 1-2.07.3 “District-Level Administrator” - a superintendent, assistant/associate superintendent, or deputy superintendent.
  
- 1-2.08 **“Administrator Licensure Completion Plan (ALCP)”** means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) school years dependent on successful progress towards completion.
  
- 1-2.09 **“Affected District”** means a public school district that loses territory or students as a result of annexation, consolidation, or detachment.
  
- 1-2.10 **“Ancillary License”** means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
  
- 1-2.11 **“Approved Professional Development”** means the continuing learning experiences for educators that meet the standards and focus areas under the Department’s Rules Governing Professional Development.
  
- 1-2.12 **“ArkansasIDEAS”** means Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.
  
- 1-2.13 **“Arkansas Professional Pathway to Educator Licensure Program (APPEL)”** means the program administered by the Department, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

1-2.14 **“Breach of Fiduciary Trust”** means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.

1-2.15 **“Certified Mentor”** means a person who:

1-2.15.1 Holds a current Arkansas teaching or administrator’s license, unless the person is employed where the law does not require a license or the legal requirement for a teaching license is waived in the charter of a charter school; and

1-2.15.2 Is certified by the Department’s Office of Educator Effectiveness as trained in the state-adopted mentoring model.

1-2.16 **“Charter School”** includes an open-enrollment public charter school, limited enrollment public charter school, conversion public charter school, or other type of public charter school authorized under Arkansas law.

1-2.17 **“Department”** means the Arkansas Department of Education.

1-2.18 **“Educational Entity”** means a school district, a charter school, or an education service cooperative.

1-2.19 **“Educational Setting”** for purposes of a Lifetime Teaching License, means the employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department, adult education setting or other agency/organization that employs licensed teachers for educational purposes.

1-2.20 **“Educator”** means any individual holding a license issued by the State Board, specifically including, without limitation, teachers, administrators, library media specialists, and counselors.

1-2.21 **“Endorsement”** means any licensure area or licensure level that may be added only to an existing Standard License.

1-2.22 **“Equity Plan”** means the Department’s Equitable Access to Excellent Educators Plan.

1-2.23 **“Good Standing”** means, for the purpose of reciprocity, that:

1-2.23.1 There are no ethics proceedings or proceedings on criminal offenses for which the license would be subject to sanctions in Arkansas pending against a licensee;

- 1-2.23.2 The licensee has not been sanctioned for an ethics violation or criminal offense for which the license would be subject to sanction in Arkansas during the two (2) most recent years of teaching experience, if any; and
- 1-2.23.3 The license has not been revoked by or is not currently under suspension in the licensing state or country based on an offense for which the license would be subject to sanction in Arkansas.
- 1-2.24 **“Highly-Qualified Teacher”** means a teacher who is highly qualified as defined by the Department’s Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.
- 1-2.25 **“Internship”** means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.
- 1-2.26 **“LEADS”** is the acronym for the Leadership Excellence and Development System.
- 1-2.27 **“Level of Licensure”** or **“Licensure Level”** means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 1-2.28 **“Licensure Content Area”** means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.
- 1-2.29 **“Lifetime Teaching License”** means a standard Arkansas teaching license that is issued without the teacher having to meet the general renewal requirements of professional development and teaching experience. There is no fee for the Lifetime Teaching License.
- 1-2.30 **“Mentoring”** means the acts of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.
- 1-2.31 **“Nontraditional Licensure Program”** means an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master’s Degree in Teaching Provisional and Standard Teaching License.
- 1-2.32 **“Novice Teacher”** means a licensed teacher employed under an employment contract with a public school, charter school, or school district who has less than

one (1) year of public school classroom teaching experience, not including student internship or substitute teaching.

1-2.33 **“Out-of-Area Position”** means a licensed position requiring a particular license, endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

1-2.34 **“Passing Score”** for a state-mandated basic-skills, pedagogical, or content-area assessment means the cut score on the assessment approved by the State Board.

1-2.34.1 A passing score on a basic-skills, pedagogical, or content-area assessment approved by the State Board before the currently approved version of an assessment will be accepted for three (3) years after the date the State Board discontinued or replaced the assessment provided the passing score was achieved before the date the assessment was discontinued or replaced.

1-2.34.2 In lieu of the state-approved basic skills assessment, an applicant may substitute:

1-2.34.2.1 A minimum composite score of 24 on the ACT with scores of at least 22 in each of the Reading, Mathematics, and either a 22 on the English/Writing section or a passing score on the Praxis Core Writing Section; or

1-2.34.2.4 A minimum SAT composite score of 1650 in combined Math and Critical Reading, and Writing, with a minimum score of 510 in each of the Math, Critical Reading, and Writing sections.

1-2.35 **“Preservice Teacher”** means an unlicensed person admitted to an educator preparation program approved by the Department that is offered by an institution of higher education in this state.

1-2.36 **“Private Credential Evaluation Agency”** means an independent agency approved by the Department that:

1-2.36.1 Is located in the United States; and

1-2.36.2 Provides an educational background assessment that:

1-2.36.2.1 Contains a course-by-course evaluation of the applicant’s transcript;

- 1-2.36.2.2 Indicates the applicant's major area of study and documents the candidate's cumulative grade point average;
  - 1-2.36.2.3 Documents whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university in the United States;
  - 1-2.36.2.4 Documents whether the out-of-country professional preparation program is equivalent to one that would have been completed at an accredited educator preparation program or accredited speech-language pathology or school psychology program;
  - 1-2.36.2.5 Indicates the areas of licensure represented by the out-of-country license; and
  - 1-2.36.2.6 Documents which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.
- 1-2.37 **"Professional Development"** means a coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department.
- 1-2.38 **"Program of Study"** means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure, and is:
- 1-2.38.1 Provided by one (1) or more accredited colleges or universities;
  - 1-2.38.2 Aligned with Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas; and
  - 1-2.38.3 Approved by the Department.
- 1-2.39 **"Provisional License"** means a temporary non-renewable license issued by the State Board that allows the license holder to teach or work in Arkansas public schools.
- 1-2.39.1 In the nontraditional licensure context, a provisional license:

- 1-2.39.1.1 Is available to nontraditional licensure candidates who have not completed all requirements for a Standard Arkansas teaching license; and
- 1-2.39.1.2 Is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.
- 1-2.40 **“Provisional Professional Teaching License”** means a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.
- 1-2.41 **“Receiving or Resulting Public School District”** means a public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.
- 1-2.42 **“Reciprocity”** means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.
- 1-2.43 **“School Psychology Specialist”** means an individual holding an Ancillary License in School Psychology.
- 1-2.44 **“SPED 101 Academy”** means a three (3) credit hour course developed by institutions of higher education based on competencies developed in collaboration with the ADE’s Educator Preparation Unit, Special Education Unit, and public school districts, public charter schools, and education service cooperatives.
- 1-2.45 **“Speech Language Pathologist”** means an individual holding an Ancillary License in Speech Pathology.
- 1-2.46 **“Standard License”** means a five-year renewable license, issued by the State Board, which allows the license holder to perform professional education services for the licensure content area and licensure level specified on the license.
- 1-2.47 **“Standard License Equivalent”** means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state’s public schools and is in good standing with the licensing state.
- 1-2.48 **“State Board”** means the Arkansas State Board of Education.
- 1-2.49 **“Successful Completion”**:

- 1-2.49.1 In relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license, means:
  - 1-2.49.1.1 Maintaining a minimum grade-point average (GPA) of 2.7 for undergraduate-level coursework; and
  - 1-2.49.1.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework; and
- 1-2.49.2 In relation to background checks, means that the individual cleared both the state and federal criminal history checks and cleared the Child Maltreatment Central Registry check as provided under the ADE Rules Governing Background Checks.

1-2. 50 **“Teacher of Record”** means an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student’s learning in a subject/course with aligned performance measures.

1-2.51 **“Teaching Experience”**, for the purpose of a Lifetime Teaching License, means the experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.

1-2.52 **“TESS”** means the Teacher Excellence and Support System.

1-2.53 **“Waiver”**, for purposes of Chapter 4 – General Provisions for all Licenses, means an approval granted by the Department allowing a public school district or charter school to employ:

- 1-2.53.1 A licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year; or
- 1-2.53.2 An unlicensed or non-degreed substitute teacher in an out-of-area position for more than thirty (30) consecutive days during one (1) semester.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 2:  
TRADITIONAL LICENSURE**

**2-1.0 STANDARD LICENSE REQUIREMENTS**

**Standard License – Traditional (Expired or No Previous License)**

**2-1.01** The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

- 2-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks.
  - 2-1.01.2.1 A preservice teacher who is disqualified from licensure or employment in a public school as a result of the background checks required under Ark. Code Ann. § 6-17-410(c) may apply for a waiver of the disqualification under the Rules Governing Background Checks;
- 2-1.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules;
- 2-1.01.4 An official transcript from an accredited college or university documenting an awarded bachelor's degree or higher;
  - 2-1.01.4.1 An applicant whose post-secondary degree is from a non-accredited college or university outside of the United States, shall have his or her credentials evaluated by a Department-approved private credential evaluation agency.
- 2-1.01.5 Documentation of successful completion of an accredited educator preparation program.

- 2-1.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer signs and verifies the application for licensure;
- 2-1.01.5.2 An applicant who has never been licensed and whose most recent licensure content area degree or educator preparation program was completed more than ten (10) years before the date of application shall be required to complete a current program of study as determined by an accredited educator preparation program;
- 2-1.01.6 For an applicant seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university;
  - 2-1.01.6.1 The reference to Early Childhood (P-4) here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.
- 2-1.01.7 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.
- 2-1.01.8 For an applicant holding an expired license from another state, a copy of the expired license.
  - 2-1.01.8.1 An applicant holding an expired license from another state is not required to document completion of the basic-skills assessment required under Section 2-1.01.3; and
- 2-1.01.9 Documentation of the completion of the following professional development, which may be obtained on ArkansasIDEAS, from the applicant's teacher education program, or by another method of delivery approved by the Department under the Rules Governing Professional Development:
  - 2-1.01.9.1 Two (2) hours of parental involvement;
  - 2-1.01.9.2 Two (2) hours of child maltreatment training;

2-1.01.9.3 Two (2) hours of teen suicide awareness and prevention;  
and

2-1.01.9.4 Dyslexia awareness.

### **Standard License - Reciprocity**

2-1.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from another state:

- 2-1.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;
- 2-1.02.3 A copy of the out-of-state license(s) held by the applicant;
- 2-1.02.4 Certification from the state that issued the license that the license has been in good standing for the most recent two (2) years;
- 2-1.02.5 An official score report: (a) reflecting passing scores on the appropriate pedagogical and content-area assessments required by the licensing state; or (b) if the licensing state does not require such assessments, reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board, except as noted in Section 1-2.36 of these rules.
  - 2-1.02.5.1 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;
- 2-1.02.6 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;
- 2-1.02.7 Documentation of one (1) of the following:

- 2-1.02.7.1 Successful completion of a program of teacher education at a nationally or regionally accredited institution of higher education, but only if the applicant possesses a Standard License Equivalent;
- 2-1.02.7.2 Successful completion of an educator preparation program that is nationally accredited by an accrediting organization recognized by the United States Department of Education, the Council for Higher Education, or the Council for the Accreditation of Educator Preparation; or
- 2-1.02.7.3 Current certification from the National Board of Professional Teaching Standards; and
- 2-1.02.8 For applicants seeking licensure in Early Childhood (P-4), Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; and
- 2-1.02.9 Documentation of the completion of the following professional development through the Arkansas IDEAS Portal:
  - 2-1.02.9.1 Two (2) hours of parental involvement;
  - 2-1.02.9.2 Two (2) hours of child maltreatment training;
  - 2-1.02.9.3 Two (2) hours of teen suicide awareness and prevention; and
  - 2-1.02.9.4 Dyslexia awareness.
- 2-1.04 The Department may recommend to the State Board that a person's Arkansas Standard License issued by reciprocity be revoked, suspended, or placed on probation if the out-of-state license is revoked, suspended, or placed on probation, as applicable, by the issuing state for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

### **Provisional License – Traditional**

- 2-1.05 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

- 2-1.05.1 Submits a completed application for provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-1.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and
- 2-1.05.3 Meets all of the requirements of Sections 2-1.01 or 2-1.02 of these Rules except for:
  - 2-1.05.3.1 Successful completion of Arkansas History coursework required by Section 2-1.01.6; or
  - 2-1.05.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical assessments as mandated by the State Board, as required by 2-1.01.3.
- 2-1.05.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

#### **Provisional License – Reciprocity**

- 2-1.06 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to a licensee who holds a current or expired Standard License Equivalent, and who:
  - 2-1.06.1 Submits a completed application for provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
  - 2-1.06.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and
  - 2-1.06.3 Meets all of the requirements of Sections 2-1.01 through 2-1.04 of these Rules except for:
    - 2-1.06.3.1 Verification of the professional development required by 2-1.01.8;
    - 2-1.06.3.2 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or

Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; or

2-1.06.3.3 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.06.4 The Provisional License may be converted to a Standard License upon the submission of written verification of completion of the missing requirements within the one-year term of the Provisional License.

### **Provisional and Standard License – Out-of-Country Applicant**

2-1.07 The Office of Educator Licensure shall issue a two-year Provisional License to an applicant who holds an out-of-country license or its equivalent and who:

2-1.07.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

2-1.07.2 Is not a United States citizen and provides evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § 1261 for the state to issue a professional license;

2-1.07.3 Submits documentation of the successful completion of a Department-approved assessment of English-language skills;

2-1.07.4 Submits an official college transcript evaluation from a private credential evaluation agency approved by the Department;

2-1.07.5 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization in a position that requires an educator license;

2-1.07.6 Submits verification of professional development as required by 2-1.01.9; and

2-1.07.7 Meets all of the requirements of Sections 2-1.02 through 2-1.04 of these Rules, except for 2-1.02.5.

2-1.08 In the second year of the Provisional License, the applicant shall provide to the Department documentation of:

- 2-1.08.1 For applicants seeking licensure in Early Childhood Education, Elementary (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.
- 2-1.08.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical and content-area assessments as mandated by the State Board, as required by 2-1.02.5.

2-1.09 During the two (2) years of provisional licensure, an out-of-country applicant shall participate in the mentoring required of novice teachers under the Department's Rules Governing Mentoring Programs.

2-1.10 The Department may rescind the Provisional License for the licensee's failure to meet any of the requirements for the Provisional License.

2-1.11 The Provisional License may be converted to a Standard License upon completion of all requirements in Sections 2-1.07 through 2-1.09.

- 2-1.11.1 Licensure content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 2-1.06.4 of these Rules. An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure content area, endorsement, or level.

- 2-1.11.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-1.12 The Department may recommend to the State Board that a person's Arkansas Standard License issued to an out-of-country applicant be revoked, suspended, or placed on probation if the out-of-country license is revoked, suspended, or placed on probation, as applicable, by the issuing country for any reason that a Standard License may be revoked, suspended, or placed on probation in Arkansas.

## 2-2.0 ANCILLARY LICENSE REQUIREMENTS

2-2.01 The Office of Educator Licensure shall issue an Ancillary License in Speech-Language Pathology or School Psychology upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

- 2-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-2.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks;
- 2-2.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology or School Psychology as mandated by the State Board; and
- 2-2.01.4 Documentation of one (1) of the following:
  - 2-2.01.4.1 An official transcript documenting an awarded bachelor's and master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:
    - 2-2.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program, or a degree with equivalent competencies; or
    - 2-2.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association; or
  - 2-2.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, or Psychology, and successful completion of a graduate-level, accredited School Psychology program.

2-2.02 A licensure content area, endorsement, or level of licensure shall not be added to an Ancillary License and the applicant must first obtain a Standard License, except as follows:

- 2-2.02.1 An individual holding an Ancillary License in Speech Language Pathology or School Psychology may add a Curriculum/Program

Administrator License in Special Education by meeting the criteria of 3-2.0 of these Rules.

## **2-3.0 ADDING ENDORSEMENTS, AREAS, AND LEVELS OF LICENSURE**

### **General Provisions**

2-3.01 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard License upon receipt of the following from an applicant:

- 2-3.01.1 A completed application for addition of area or level, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 2-3.01.2 If an endorsement requires a program of study (see Appendix A):
  - 2-3.01.2.1 An official transcript documenting successful completion of a program of study at an accredited educator preparation program, to include an internship if applicable in the licensure content area to be taught; and
  - 2-3.01.2.2 An official score report reflecting passing scores, as approved by the State Board, on the appropriate licensure content area assessment as mandated by the State Board.
- 2-3.01.3 When a licensure content area assessment is not approved or available for a specific licensure area, the Department may use a current Principles of Learning and Teaching exam.
- 2-3.01.4 For applicants seeking an endorsement for Elementary Education (K-6), Middle Childhood (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS;
- 2-3.01.5 For applicants seeking an endorsement for Birth to Kindergarten (B-K), Elementary Education (K-6), documentation of successful completion of six (6) hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and if disciplinary literacy was not embedded in the six (6) hours, documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional

development piece in disciplinary literacy through ArkansasIDEAS;  
and

- 2-3.01.6 For applicants seeking an endorsement for Middle Childhood (4-8) documentation of successful completion of either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

- 2-3.02 An educator may not use an endorsement as a platform for testing out of other areas and levels of licensure.

**Endorsement by testing out:**

- 2-3.03 The licensure content areas that may be added as an endorsement to a license by testing out are identified on Appendix A.

- 2-3.04 To add a level endorsement by testing out, the level to be added must be no more than one level above or one level below that of the original licensure level or licensure content area (See Appendix A), except as follows:

- 2-3.04.1 A person holding a Standard License with a licensure level of P-4, K-6, K-12, 4-8, or 7-12 may test out of the following licensure content areas:

- 2-3.04.1.1 Art;
- 2-3.04.1.2 Business;
- 2-3.04.1.3 Computer Science;
- 2-3.04.1.4 Foreign Language;
- 2-3.04.1.5 Music; and
- 2-3.04.1.6 Physical Education.

~~2-3.05 To add a K-6 or 7-12 Special Education Resource endorsement by testing out, an applicant shall:~~

~~2-3.05.1 Select one of the following licensure levels:~~

~~2-3.05.1.1 A person holding a standard K-6 license may test out of K-6 Special Education Resource;~~

~~2-3.05.1.2 A person holding a standard 4-8 license may test out of either (but not both) K-6 Special Education Resource or 7-12 Special Education Resource; or~~

~~2-3.05.1.3 A person holding a standard 7-12 English Language Arts, Mathematics, or Science license may test out of 7-12 Special Education Resource;~~

~~2-3.05.2 Document successful completion of the special education content area assessment approved by the State Board;~~

~~2-3.05.3 Document successful completion of the SPED 101 Academy; and~~

~~2-3.05.4 Document successful completion of three (3) college credit hours in special education at an accredited college or university or a 45-hour professional development piece in special education through ArkansasIDEAS.~~

~~2-3.05.5 The training or coursework, or in combination, under 2-3.05.3 and 2-3.05.4 shall include at a minimum multi-sensory reading instruction and classroom management for special education.~~

**Endorsement by program of study:**

2-3.0605 The areas and levels of licensure that are not eligible for testing out and require a program of study are:

2-3.0605.1 Any licensure level that is more than one (1) level above or one (1) level below that of the licensure level or area on the license first issued to the licensee by the Department. (See Appendix A);

2-3.0605.2 As noted on Appendix A; and

2-3.0605.3 The addition of a Curriculum/Program Administrator endorsement to an Ancillary License, an adult education license issued by the Department, or a career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education. No other addition or endorsement may be made to an Ancillary License, an adult education license, or a career-technical permit. An applicant must first obtain a Standard License.

2-3.0605.4 An individual holding a Standard License first issued with a guidance and school counseling licensure area may add Building-Level Administrator by meeting the requirements of Section 3-1.0 of these rules.

2-3.0706 To add a K-6 or 7-12 Special Education Resource endorsement by program of study, an applicant shall:

2-3.0706.1 Hold a standard K-6 or 4-8 license, or a standard 7-12 license in a content area of English Language Arts, Mathematics, or Science;

2-3.0706.2 Document successful completion of nine (9) to twelve (12) hours of study in special education, to include:

2-3.0706.2.1 SPED 101 Academy;

2-3.0706.2.2 An additional nine (9) credit hours in special education except that three (3) college credit hours of a special education survey course successfully completed by the applicant in a previous program of study may count as three (3) of the nine (9) credit hours; and

2-3.0706.3 Document successful completion of the special education content area assessment approved by the State Board.

2-3.0706.4 The training or coursework, or in combination, under 2-3.07.2 shall include at a minimum multi-sensory reading instruction and classroom management for special education.

#### **Addition of Areas and Endorsements by Reciprocity**

2-3.0807 Except as otherwise provided herein, a Standard License issued by reciprocity shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

2-3.0807.1 Licensure content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

2-3.0807.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

2-3.0807.1.2 An applicant whose licensure content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

2-3.0807.2 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level

of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement, or level is current.

- | 2-3.0807.3 Only the licensure content areas, levels, or endorsements specifically listed on an out-of-state license shall be recognized for licensure through reciprocity.
- | 2-3.0807.4 All coursework and testing completed for the purpose of adding an additional licensure area or areas for reciprocity shall first be applied to the out-of-state license before adding the new area or areas by reciprocity.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 3:  
ADMINISTRATOR LICENSE REQUIREMENTS**

**3-1.0 Building-Level Administrator License**

3-1.01 The Office of Educator Licensure shall issue a Building-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a current, Arkansas Standard License for a licensure content area, as a school counselor that was issued as a first-time licensure content area, or for a career and technical area as provided in these rules:

- 3-1.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-1.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;
  - 3-1.01.2.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-1.01.3 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include an internship aligned with Arkansas Teaching Standards and competencies, with experiences at both the K-6 and 7-12 grade levels;
  - 3-1.01.3.1 An applicant who has never received an administrator license and whose program of study in Educational Leadership was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

- 3-1.01.5 Subject to Section 3-1.01.8, documentation of at least four (4) years of P-12 experience as an educator who holds a valid standard license.
  - 3-1.01.5.1 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, either:
    - 3-1.01.5.1.1 With a minimum of fifty percent (50%) of each day directly engaged in instruction with students in a classroom setting; or
    - 3-1.01.5.1.2 As a guidance and school counselor.
  - 3-1.01.5.2 For purposes of this Chapter 6, the term “Standard License” does not include an ancillary license or technical permit.
  - 3-1.01.5.3 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.
  - 3-1.01.5.4 Teaching experience in a career and technical education area as recognized by the State Board may satisfy this requirement only if the educator has obtained a bachelor’s degree or higher in:
    - 3-1.01.5.4.1 The career and technical education area taught by the educator; or
    - 3-1.01.5.4.2 Another licensure content area that is related to the career and technical education area taught by the educator; and
- 3-1.01.6 Documentation that the educator has successfully completed the training for administrators and evaluators on the implementation of the Teacher Excellence and Support System.
  - 3-1.01.6.1 A person who receives a Building-Level Administrator’s license shall complete the certification assessment for the training before or after receiving the Building-Level Administrator’s license.
- 3-1.01.7 The Commissioner of Education may approve an applicant’s request for a waiver from the four-year requirement in Section 3-1.01.5 if the

applicant provides evidence, acceptable to the Commissioner, that the applicant is enrolled in a leadership program that supports the Department's equity plan.

### **3-2.0 Curriculum/Program Administrator License**

3-2.01 The Office of Educator Licensure shall issue a Curriculum/Program Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Standard License in the relevant area, or an Ancillary License in Speech Language Pathology or School Psychology:

- 3-2.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-2.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, or in a Career and Technical Education area recognized by the Arkansas Department of Career Education;
  - 3-2.01.2.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-2.01.3 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship;
  - 3-2.01.3.1 An applicant who has never received an administrator license and whose program of study for curriculum/program administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-2.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;
- 3-2.01.5 Subject to Section 3-2.01.7, documentation of at least four (4) years of licensed experience in the relevant area as follows:

- 3-2.01.5.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology or school psychology, while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;
- 3-2.01.5.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;
- 3-2.01.5.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board, if the educator has obtained a bachelor's degree or higher in:
  - 3-2.01.5.3.1 The career and technical education area taught by the educator; or
  - 3-2.01.5.3.2 Another licensure content area that is related to the career and technical education area taught by the educator, as determined by the Department;
- 3-2.01.5.3 Content Area Specialist – Classroom teaching experience in a licensure content area;
- 3-2.01.5.4 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or
- 3-2.01.5.5 Adult Education – Classroom teaching experience in the area of adult education.
- 3-2.01.5.6 One (1) year of experience is defined as a minimum of one hundred sixty (160) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.
- 3-2.01.5.7 Up to two (2) years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

- 3-2.01.6 The Commissioner of Education may approve an applicant's request for a waiver from the four-year requirement in Section 3-2.01.5 if the applicant provides evidence, acceptable to the Commissioner, that the applicant is enrolled in a leadership program that supports the Department's equity plan.

### **3-3.0 District-Level Administrator License**

3-3.01 The Office of Educator Licensure shall issue a District-Level Administrator endorsement to a Standard License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

- 3-3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 3-3.01.2 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;
  - 3-3.01.2.1 An awarded degree from an Arkansas institution shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chair sign and verify the application for licensure;
- 3-3.01.3 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship;
  - 3-3.01.3.1 An applicant whose program of study for district-level administrator licensure was completed more than ten (10) years before the date of application shall be required to meet all current licensure requirements as determined by either the Department or an accredited educational leadership program;
- 3-3.01.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and
- 3-3.01.5 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

3-3.01.5.1 One (1) year of experience is defined as requiring a minimum of one hundred sixty (160) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

3-3.01.5.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 4:  
GENERAL PROVISIONS FOR ALL LICENSES**

**4-1.0 LICENSE EFFECTIVE DATES**

- 4-1.01 A Standard License, Ancillary License, or Technical Permit is a renewable license, valid for a period of five (5) years.
- 4-1.02 A first-time license is effective from the first date of issuance through December 31 of the fourth full calendar year following the year of the issue date.
- 4-1.02.1 The first year of a first-time license issued after January 1 of the calendar year shall expire on December 31 even if the first year is not a full calendar year.
- 4-1.03 Addition of an endorsement, including an Administrator's License, licensure content area, or level of licensure to a license shall reflect the actual date of the addition and the same expiration date as the licensee's Standard License.
- 4-1.04 The renewal of a license, including all endorsements, licensure content areas, and levels of licensure for the license, is effective from January 1 of the year following the expiration date of the old license, or if the old license was expired for more than one (1) year, January 1 of the year renewed, and expires on December 31 of the year of renewal.
- 4-1.05 A Provisional License is effective on the date of issuance stated on the license and expires on the last day of the provisional license period.

**4-2.0 LICENSE RENEWAL**

- 4-2.01 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

**Professional Development Requirements for License Renewal - Generally**

- 4-2.02 Except as specifically provided in these Rules for Educator Licensure, no license issued by the State Board may be renewed unless the following requirements of this Section 4-2.0 are met.
- 4-2.02.1 Every individual holding a license issued by the State Board shall document completion of the minimum hours of approved professional

development required annually each school year under Section 4-2.03 of these Rules.

4-2.02.2 Professional development completion may be documented by:

4-2.02.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

4-2.02.2.2 Submitting proof of completion of professional development hours attended.

4-2.02.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

4-2.02.4 A retired teacher who returns to licensed employment shall complete the professional development required for the year in which the person applies for license renewal and in each year thereafter while employed in a licensed position.

### **Minimum Annual Professional Development Requirements**

4-2.03 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license, which shall include, at a minimum:

~~4-2.03.1 Of the sixty (60) hours of professional development required by law or by contract annually for an educator employed with a school district, thirty-six (36) of those hours shall be credited toward renewal of the educator's license.~~

~~4-2.03.2 The thirty-six (36) professional development hours under this section shall include, at a minimum:~~

~~4-2.03.2.1~~ 4-2.03.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

~~4-2.03.2.2~~ 4-2.03.2 Professional development required by law or by rule.

## **Scheduled Professional Development**

4-2.04 The professional development required under this Section 4-2.04 shall include content that is provided by:

4-2.04.1 The Department, including ArkansasIDEAS;

4-2.04.2 An institution of higher education;

4-2.04.3 A provider approved by the Department;

4-2.04.4 An education service cooperative.

4-2.05 The two (2) hours in each area of professional development required under this Section 4-2.0 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.

4-2.06 If an educator obtains additional hours above the minimum requirements of this Section 4-2.0, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

4-2.07 As part of the minimum annual requirement under these Rules, a public school or school district shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule:

4-2.07.1 Child Maltreatment Mandated Reporter

4-2.07.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

- (a) Recognizing the signs and symptoms of child maltreatment;
- (b) The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;
- (c) Methods for managing disclosures regarding child victims; and
- (d) Methods for connecting a victim of child maltreatment to appropriate in-school services and

other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

4-2.07.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

4-2.07.2 Parent Involvement

4-2.07.2.1 In the 2014-2015 school year and every fourth school year thereafter, each educator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

4-2.07.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

4-2.07.3 Teen Suicide Awareness and Prevention

4-2.07.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

4-2.07.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by the Department.

4-2.07.4 Arkansas History

4-2.07.4.1 In the 2016-2017 school year and every fourth school year thereafter, each educator who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

## 4-2.08 Professional Development Requirements for Specific Licensure Areas

### 4-2.08.1 Administrator

4-2.08.1.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

4-2.08.1.2 This training may include without limitation the Initial, Tier 1 ~~(twelve (12) hours)~~ and Tier 2 ~~(four (4) hours)~~ training required for superintendents and district designees by the Department's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

4-2.08.1.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

4-2.08.1.3.1 An educator who receives a building-level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the building-level administrator's license.

### 4-2.08.2 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or conditions that may be encountered by a student during athletic training and physical activities:

4-2.08.2.1 A concussion, dehydration, or other health emergency;

4-2.08.2.2 An environmental issue that threatens the health or safety of students; and

4-2.08.2.3 A communicable disease.

4-2.08.2.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

#### 4-2.08.3 Advanced Placement

Each hour of approved training received by educators related to teaching an Advanced Placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

#### 4-2.08.4 Adult Education

Educators working solely part time in one of the following settings shall obtain thirty (30) hours of professional development annually for licensure.

4-2.08.4.1 Adult basic education;

4-2.08.4.2 General adult education;

4-2.08.4.3 English as a second language for adults; and

4-2.08.4.4 ~~General Educational Development (GED<sup>®</sup>)~~ High school equivalency test examiners.

### **Renewal of Current / Recently Expired Licenses**

4-2.09 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

4-2.09.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4-2.09.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and

4-2.09.3 Documentation of professional development completion, as required by Section 4-2.0.

4-2.09.3.1 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.

- 4-2.09.4 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Ancillary, or Administrator License, if:
- 4-2.09.4.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, charter school, education service cooperative, or the Department;
  - 4-2.09.4.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and
  - 4-2.09.4.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 4-2.02 through 4-2.07 and 4-2.09.2.

#### **Renewal of Licenses Expired More Than One (1) Year**

- 4-2.10 The Office of Educator Licensure shall renew a Standard, Ancillary, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:
- 4-2.10.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
  - 4-2.10.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks; and
  - 4-2.10.3 Documentation of completion of sixty (60) or more hours of approved professional development.
  - 4-2.10.4 An individual required to take additional professional development may be eligible for a Provisional License by meeting the criteria of Section 2-1.05 of these Rules.
- 4-2.11 A person who holds an Arkansas teaching license that is expired for more than one (1) year, who obtained the license before state-mandated licensure assessments were required by law and by rule for licensure, and who has less than three (3) years of teaching experience shall be allowed to renew that teaching license by:

- 4-2.11.1 Passing the content-area assessment for the requested license; and
- 4-2.11.2 Completing the requirements of Section 4-2.10.

### 4-3.0 MISCELLANEOUS PROVISIONS

- 4-3.01 A Standard or Ancillary License may reflect the highest earned degree awarded to the licensee in:
  - 4-3.01.1 Education, if the degree was awarded by an accredited teacher education program;
  - 4-3.01.2 Educational Leadership, if the degree was awarded by an accredited college or university;
  - 3-2.05.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;
  - 4-3.01.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or
  - 4-3.01.5 A licensure content area, if the degree was awarded by an accredited college or university.
- 4-3.02 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133, Ark. Code Ann. § 6-17-709, and the Department's Rules Governing Professional Development.
- 4-3.03 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § ~~1261~~1621 for the state to issue a professional license.
- 4-3.04 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).
- 4-3.05 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 4-3.06 will be null and void.
- 4-3.06 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend or rescind any license that has been issued in error.
- 4-3.07 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was

enrolled in a program of study prior to July 1, 2015, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

4-3.08 Any license issued by the Department is subject to revocation by the State Board pursuant to the Department's Rules Governing Background Checks.

#### **4-4.0 WAIVERS FOR PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

##### **4-4.01 Contracted Positions (ALP/ALCP)**

Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued to the school pursuant to this Section 4-4.0.

- 4-4.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.
- 4-4.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an Administrator Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.
- 4-4.01.3 Notwithstanding the other provisions of this Section 4-4.0, if the State Board or the Commissioner of Education orders the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.
- 4-4.01.4 This section 4-4.01 shall not apply to:
  - 4-4.01.4.1 Non-degreed vocational-technical teachers; or
  - 4-4.01.4.2 Those persons approved by the Department to teach the grade level or subject matter of the class in the Department's distance learning program.

### **Additional Licensure Plan (ALP)**

4-4.02 The Office of Educator Licensure shall issue an ALP to an individual holding a Standard License and employed in an out-of-area position, upon the submission of a completed application for an ALP.

4-4.02.1 An ALP is valid for a maximum of three (3) school years and is not renewable.

4-4.02.2 An ALP requiring a Department-approved program of study shall remain valid only so long as the applicant:

4-4.02.2.1 Successfully completes within the three (3) year period of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

4-4.02.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.03 An ALP requiring testing shall remain valid only so long as the applicant, by the end of each year of the ALP, either:

4-4.03.1 Successfully completes the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

4-4.03.2 Successfully completes a minimum of three (3) hours of coursework in the licensure content area at an accredited college or university in the first year of the ALP and a minimum of six (6) hours of Department-approved program-of-study coursework in both the second and third years.

4-4.04 A school district may request an ALP for a person or a position one (1) time.

4-4.04.1 If the person does not make the progress required under 4-4.02.2, he or she is not eligible for another ALP in the same licensure content area.

4-4.04.2 If the person in the position for which the ALP was approved leaves the school district:

4-4.04.2.1 The ALP may transfer with the person as long as the person is making the progress required under 4-4.02.2; and

4-4.04.2.2 The school district may continue to use the ALP for the position until either the original expiration date of the ALP or the date the position is filled by an appropriately licensed individual.

4-4.05 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) instructional days without a waiver issued pursuant to Section 4-4.0 of these Rules.

4-4.06 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of Sections 4-4.01 through 4-4.05.

#### **Administrator Licensure Completion Plan (ALCP)**

4-4.07 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

4-4.07.1 Submits a completed application for an ALCP;

4-4.07.1.1 The application must be verified by the Educational Leadership Chair of the accredited college or university where the degree or program of study is offered;

4-4.07.2 Submits proof of employment with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;

4-4.07.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency, or organization; and

4-4.07.3 Meets all of the requirements of Section 3-1.01, 3-2.01, or 3-3.01 of these Rules except for:

4-4.07.3.1 Successful completion of an awarded master's or higher degree as required by Section 3-1.01.3, 3-2.01.3, or 3-3.01.3;

- 4-4.07.3.2 Successful completion of a graduate-level program of study as required by Section 3.1.01.4, 3-2.01.3, or 3-3.01.3; or
- 4-4.07.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 3-1.01.5, 3-2.01.5, or 3-3.01.5.
- 4-4.08.4 An ALCP is valid for a maximum of three (3) school years, is not renewable, and shall remain valid so long as the applicant:
  - 4-4.08.4.1 Remains employed with an Arkansas public school district, charter school, or other agency or organization, in a position that requires an Administrator License;
  - 4-4.08.4.2 Holds the degree required by Section 3-1.01.5, 3-2.01.5, or 3-3.01.5, or remains enrolled and actively participates in the appropriate degree program; and
  - 4-4.08.4.3 Has completed or remains enrolled and actively participates in the appropriate program of study required by Section 3.1.01.4, 3-2.01.4, or 3-3.01.4.
  - 4-4.08.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.
- 4-4.09.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Chapter 4, Section 4-4.0 of these Rules.

#### **Waiver (ALP/ALCP)**

- 4-4.10 The Office of Educator Licensure may grant a public school, agency, or organization a one-year waiver of the requirements of Sections 4-4.01 through 4-4.09 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.
- 4-4.11 A request for waiver shall be submitted by the superintendent of the public school district or director of the charter school and shall include:

- 4-4.11.1 A listing of all licensed employees employed by the school district or charter school, including for each licensed employee:
  - 4-4.11.1.1 Social Security number;
  - 4-4.11.1.2 Current licensure area(s);
  - 4-4.11.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;
  - 4-4.11.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and
  - 4-4.11.1.5 All prior school years in which the employee was employed in an out-of-area position;
- 4-4.11.2 A justification for the waiver documenting the efforts of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;
- 4-4.11.3 A written plan with timelines for completion of the ALP or ALCP requirements; and
- 4-4.11.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 4-4.02, 4-4.03, or 4-4.08.
- 4-4.12 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.
- 4-4.13 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) instructional days after the date of the assignment.
  - 4-4.13.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

4-4.14 The final decision regarding the granting of a waiver rests with the State Board.

### **Substitute Teachers**

**4-4.15** Since it is sometimes necessary to utilize the services of substitute personnel, public schools should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection, and utilization of those who will be used as substitutes as is given to licensed personnel.

4-4.15.1 A person employed as a temporary substitute for a licensed teacher in a public school shall:

4-4.15.1.1 Be a high school graduate; or

4-4.15.1.2 Hold a [GED® high school equivalency](#) test certificate.

4-4.15.2 No class of students in any public school shall be under the instruction of a substitute teacher for more than thirty (30) consecutive instructional days in the same class during a school year unless the substitute teacher instructing the class has:

4-4.15.2.1 A bachelor's or higher degree awarded by an accredited college or university; or

4-4.15.2.2 A current Standard Teaching License, Ancillary License, Provisional License, Administrator's License, or Lifetime Teaching License issued by the State of Arkansas.

4-4.15.3 A public school shall request a waiver for each semester, not to exceed two (2) consecutive semesters to employ a substitute teacher whenever a class of students will be receiving instructions from the substitute teacher for longer than thirty (30) consecutive instructional days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

4-4.15.4 A public school may not avoid a waiver request by:

4-4.15.4.1 Relying on the license of another teacher or administrator in the building who is not the assigned substitute teacher and is not actively teaching the class;

4-4.15.4.2 Terminating the services of a substitute teacher(s) prior to the thirty-first (31st) instructional day;

- 4-4.15.4.3 Granting the substitute teacher one (1) or more days of personal or administrative leave; or
- 4-4.15.4.4 Using any other method of circumventing the intent of the law or these rules.
- 4-4.15.5 The district superintendent or charter school director shall send written notice of the assignment of a substitute teacher to an out-of-area position to the parent or guardian of each student in the teacher's classroom no later than thirty (30) consecutive instructional days after the date of the assignment.
- 4-4.15.6 This Section 4-4.15 shall not apply to non-degreed vocational-technical teachers.
- 4-4.15.7 The superintendent of a public school district or director of a charter school may apply for a waiver from the State Board if the requirements set forth in this Section 4-4.15 impose an undue hardship on the school or district.
  - 4-4.15.7.1 A written application for waiver shall be submitted to the Department as soon as an undue hardship is determined by the superintendent or charter school director. The application letter shall include:
    - 4-4.15.7.1.1 A justification of need for the waiver;
    - 4-4.15.7.1.2 Documentation that a degreed or properly-licensed individual is not available to be employed;
    - 4-4.15.7.1.3 Instructional area that will be assigned to the substitute teacher, and
    - 4-4.02.8.1.4 The length of time the substitute will be employed.
  - 4-4.15.7.2 Waivers for use of a substitute teacher for longer than thirty (30) consecutive instructional days may be granted for only one (1) semester but may be renewed for a second (2nd) semester. Such waivers are to be submitted immediately once the substitute has been in the classroom for thirty-one (31) days.

- 4-4.15.7.3 Applications for waivers shall be reviewed by the Department and presented to the State Board for its decision.
- 4-4.15.7.4 The final decision regarding the granting of this waiver will rest with the State Board.
- 4-4.15.7.5 Any school district or charter school granted this waiver will be reported in the Department's annual school district or school report card.

#### **4-5.0 RENEWAL OF INITIAL OR PROVISIONAL LICENSES ISSUED UNDER OLD RULES**

- 4-5.01 A licensee holding a current or expired "Initial Teaching License" issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may renew the license as a Standard License pursuant to Section 4-2.0 of these rules.
- 4-5.02 A licensee holding a current or expired "Initial Administrator License" issued by the State Board pursuant to the Department's Rules Governing Initial and Standard / Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may renew the license as a standard Administrator License under the applicable provisions of Chapter 3 of these rules.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE**

**CHAPTER 5:  
NONTRADITIONAL LICENSURE**

**5-1.0 GENERAL REQUIREMENTS FOR NONTRADITIONAL LICENSURE**

5-1.01 Unless specifically provided otherwise herein, each applicant for a provisional license issued under this Chapter 5 shall document the following:

- 5-1.01.1 A completed application form for the applicable nontraditional licensure program, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);
- 5-1.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
  - 5-1.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency;
- 5-1.01.3 A minimum cumulative undergraduate or graduate grade point average (GPA) of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework;
- 5-1.01.4 An official score report reflecting passing scores, as approved by the State Board, on the state required basic skills assessment.
  - 5-1.01.4.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessment(s);
- 5-1.01.5 An official score report evidencing passing scores on the state-required assessments for the licensure content area in which the applicant seeks to teach; and

5-1.01.6 Before a candidate may enter a public school classroom, the candidate shall apply for and successfully complete the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

5-1.02 A Provisional Teaching License under this Chapter 5 is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board.

5-1.02.1 A Middle Childhood 4-8 participant must be licensed in two (2) or more of the four (4) middle childhood licensure content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board.

5-1.02.2 A Secondary participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.

5-1.02.2.1 To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas.

5-1.02.2.2 A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.

5-1.03 Unless specifically provided otherwise herein, each applicant for a Standard License issued under this Chapter 5 shall document the following:

5-1.03.1 A completed application for licensure;

5-1.03.2 Payment of the applicable licensure fee;

5-1.03.3 An official score report evidencing passing scores on the state-required pedagogical assessment, basic-skills assessment, and content-area assessments for the licensure content area in which the applicant seeks to teach;

5-1.03.4 For applicants seeking licensure in Middle Childhood (4-8), or Secondary Social Studies (7-12), document the successful completion of three (3) college credit hours in Arkansas History at an accredited

college or university or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

5-1.03.5 As required by the grade level or licensure content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (completed with a grade of “B” or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.

5-1.03.6 Document the completion of the following professional development through the Arkansas IDEAS Portal:

5-1.03.6.1 Two (2) hours of parental involvement;

5-1.03.6.2 Two (2) hours of child maltreatment training;

5-1.03.6.3 Two (2) hours of teen suicide awareness and prevention;  
and

5-1.03.6.4 Dyslexia awareness.

5-1.04 An individual who holds a provisional license under this Chapter 5 must participate in mentoring as required for novice teachers under the Department’s Rules Governing Mentoring Programs or a substantial equivalent offered by the accelerated teaching program and approved by the Department.

5-1.05 An applicant who is not a U.S. citizen shall provide evidence satisfactory to the Department that the applicant meets the criteria of an exception under 8 U.S.C. § 1261 ~~1621~~ for the state to issue a professional license.

## **5-2.0 ARKANSAS PROFESSIONAL PATHWAY TO EDUCATOR LICENSURE (APPEL)**

5-2.01 An applicant for a Provisional Teaching Licensure under APPEL shall adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.

5-2.02 An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.

5-2.03 An APPEL participant who successfully completes the APPEL program and meets the requirements of Section 5-1.03 may obtain a Standard License.

5-2.04 Annual enrollment in the APPEL program may be limited by:

5-2.04.1 Licensure requirements;

5-2.04.2 Licensure area and level of candidates (shortage areas and areas under the Department's equity plan may be given preference);

5-2.04.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5-2.05 The Department may refuse to admit for enrollment in the APPEL program a person who has been dismissed from an educator preparation program at an institution of higher education.

### **5-3.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE**

5-3.01 A Provisional Professional Teaching License (PPTL) is:

5-3.01.1 A nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school; and

5-3.01.2 Issued for one (1) or more licensure content areas.

5-3.02 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, to obtain a Provisional Professional Teaching License a candidate must:

5-3.02.1 Have a minimum of three (3) years of working experience in the licensure content area of the class to be taught.

5-3.02.2 Be offered employment to teach classes for credit in an Arkansas public school.

5-3.02.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.

5-3.02.4 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.

5-3.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department.

5-3.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the annual professional development required for a Standard Teaching License.

5-3.04 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:

5-3.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure.

5-2.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation; and

5-3.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure.

#### **5-4.0 ACCELERATED TEACHING PROGRAM**

5-4.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:

5-4.01.1 Is a participant in an accelerated teaching program; and

5-4.01.2 Is teaching in an Arkansas public school.

5-4.02 In addition to meeting the requirements of Section 5-1.0, to obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must furnish evidence of successful completion of the accelerated teaching program.

5-4.03 If Arkansas History is required, an applicant who meets all requirements of Section 5-4.03 except completion of the Arkansas History requirement and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

## **5-5.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE**

5-5.01 In addition to meeting the requirements of Sections 5-1.01 and 5-1.02, an individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

- 5-5.01.1 Submits evidence of enrollment in a master's degree in teaching program that:
  - 5-5.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;
  - 5-5.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program; and
  - 5-5.01.1.3 Is approved by the Department under the *ADE Policies Governing Programs for Educator Licensure Offered By Institutions of Higher Education in Arkansas*;
- 5-5.01.2 Maintains a cumulative grade point average in the master's degree in teaching program of no less than 3.0 (4.0 scale); and
- 5-5.01.3 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s).
- 5-5.01.4 A candidate in a Special Education MAT program shall document successful completion of the following before a provisional license may be issued:
  - 5-5.01.4.1 SPED 101 Academy;
  - 5-5.01.4.2 Three (3) credit hours in special education; and

5-5.01.4.3 The appropriate content area assessment for ~~either K-6, 4-8, or a 7-12 content area of English Language Arts, Mathematics, or Science~~ special education.

- 5-5.03 In addition to meeting the requirements of Section 5-1.03, to obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must submit official transcript(s) documenting an awarded master's degree in teaching from an accredited institution of higher education.
- 5-5.04 For an applicant who was not employed as a teacher-of-record and did not hold a Master's Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a Master's Degree in Teaching if the applicant has completed all other requirements under Section 5-5.03 but has not successfully completed:
- 5-5.04.1 The Arkansas History requirement under 5-1.03.4 if required; or
  - 5-5.04.2 The instruction in reading and disciplinary literacy required under Section 5-1.03.5.
- 5-5.05 An individual receiving a Standard Teaching License under this Section 5-5.0 who was employed in a private school but not mentored under these rules while in a Master's Degree in Teaching program shall upon employment in a public school participate in mentoring as required for novice teachers under the Department's Rules Governing Educator Mentoring Programs, unless the individual has completed mentoring or a substantial equivalent in an in-state private school or border-state private or public school settings.

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING EDUCATOR LICENSURE  
CHAPTER 6:  
LIFETIME TEACHING LICENSE**

**6-1.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE**

6-1.01 Applicants for the Standard Lifetime shall meet the following eligibility requirements:

6-1.01.1 Hold a current, or expired standard Arkansas teaching license;

6-1.01.2 Be at least (62) years of age; and

6-1.01.3 Either:

6-1.01.3.1 Have worked in an educational setting while maintaining an Arkansas teaching license, or

6-1.01.3.2 Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching, or educational innovation;

6-1.02 Applicants shall apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks upon application for the Lifetime Teaching License.

6-1.02.1 The required background check or Child Maltreatment Central Registry check cannot be older than one year at the time of application.

**6-2.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE**

6-2.01 The Department shall issue a Lifetime Teaching License upon:

6-2.01.1 The applicant submitting to the Office of Educator Licensure at the Department a completed application requesting the Lifetime Teaching License, using the application form developed by the Department;

6-2.01.2 The applicant meeting the eligibility requirements in Section 6-1.0 of these rules; and

6-2.01.3 The application being approved by the State Board.

6-2.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

6-2.03 A teacher holding a Lifetime Teaching License is not required to renew his or her teaching license.

6-2.04 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.

6-2.05 A Lifetime Teaching License holder is not subject to the requirements for annual professional development , except as provided in Section 6-3.02.2 of this rule.

6-2.06 The Lifetime Teaching License shall terminate upon the death or legal incapacity of the license holder.

### **6-3.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS**

6-3.01 A Lifetime Teaching License holder is eligible to serve a school district, educational services cooperative or the Department in the following capacities:

6-3.01.1 Substitute teacher

6-3.01.2 Tutor

6-3.01.3 Mentor

6-3.01.4 Test Investigator

6-3.01.5 Scholastic Audit Consultant

6-3.01.6 Others as defined by the Department

6-3.02 A Lifetime Teaching License holder who becomes employed full-time or part-time by a school district, education service cooperative as a licensed educator, or by the Department in a position that requires a current license issued by the State Board shall:

6-3.02.1 Apply for and successfully complete the criminal background checks and Child Maltreatment Central Registry check required under the Department's Rules Governing Background Checks; and

6-3.02.2 Participate in the professional development programs as required by the employing school district, cooperative or Department.

6-3.02.2.1 A Lifetime Teaching License holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

6-3.02.3 A school district that hires a Lifetime Teaching License holder shall notify the Department of the within thirty (30) days of the employment of the Lifetime Teaching License holder.

**Appendix A: LEVELS AND AREAS OF LICENSURE**

CHART 1.A  
FIRST-TIME LICENSURE AREAS

<b>LICENSURE CONTENT AREA:</b>	<b>AVAILABLE LICENSURE LEVEL (see also Chart 3.)</b>						
	<b>B-K</b>	<b>K-6</b>	<b>4-8</b>	<b>7-12</b>	<b>K-12</b>	<b>4-12</b>	<b>PS</b>
ECH/SP.ED INTEGRATED	X						
ELEMENTARY		X					
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.			X				
BIOLOGY/LIFE SCIENCE				X			
CHEMISTRY				X			
PHYSICS				X			
PHYSICAL SCIENCE				X			
ENGLISH LANG ARTS				X			
SOCIAL STUDIES				X			
PHYSICS/MATHEMATICS				X			
MATHEMATICS				X			
DRAMA				X			
SPEECH				X			
ART					X		
VOCAL MUSIC					X		
INSTRUMENTAL MUSIC					X		
DRAMA / SPEECH					X		
PHYSICAL EDU / HEALTH					X		
SPECIAL EDUCATION					X		
FOREIGN LANGUAGES					X		
GUIDANCE & SCHOOL COUNSELING					X		
ADULT EDUCATION							X
COMPUTER SCIENCE						X	
<b>CAREER AND TECHNICAL EDUCATION:</b>							
BUSINESS TECHNOLOGY						X	
MARKETING TECHNOLOGY				X			
AGRICULTURE SCIENCE & TECH				X			
FAMILY & CONSUMER SCIENCE				X			
INDUSTRIAL TECHNOLOGY				X			

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

## Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 1.B  
ENDORSEMENT TO STANDARD LICENSE

LICENSURE CONTENT AREA:	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	AGE 3-4	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
*ECH/SP.ED INTEGRATED		X							
*AGE 3-4 ECH	X								
**AGE 3-4 SP. ED	X								
ELEMENTARY			X						
MIDDLE CHILDHOOD (Math, Science, Lang Arts, Social Studies) Must choose any two of the four content areas listed for initial licensure. Any area may be added individually to a Standard License.				X					
BIOLOGY/LIFE SCIENCE					X				
CHEMISTRY					X				
PHYSICS					X				
***PHYSICAL SCIENCE					X				
EARTH SCIENCE					X				
ENGLISH LANG ARTS					X				
SOCIAL STUDIES					X				
PHYSICS/MATHEMATICS					X				
MATHEMATICS					X				
DRAMA					X				
SPEECH					X				
JOURNALISM					X				
ART						X			
VOCAL MUSIC						X			
INSTRUMENTAL MUSIC						X			
DRAMA / SPEECH						X			
PHYSICAL EDU / HEALTH						X			
SPECIAL EDUCATION						X			
* VISUAL SPECIALIST						X			
* HEARING SPECIALIST						X			
FOREIGN LANGUAGES						X			
* GUIDANCE & SCHOOL COUNSELING						X			
*ADULT EDUCATION									X
*DYSLEXIA THERAPIST						X			
COMPUTER SCIENCE							X		
BUSINESS TECHNOLOGY							X		
MARKETING TECHNOLOGY					X				
AGRICULTURE SCIENCE & TECH					X				
FAMILY & CONSUMER SCIENCE					X				
INDUSTRIAL TECHNOLOGY					X				

	AVAILABLE LICENSURE LEVEL (see also Chart 3.)								
	AGE 3-4	B-K	K-6	4-8	7-12	K-12	4-12	P-12	PS
<b>ADMINISTRATOR LICENSURE:</b>									
*DISTRICT-LEVEL ADMINISTRATOR								X	
*BUILDING-LEVEL ADMINISTRATOR								X	
*CURRICULUM/PROGRAM ADMINISTRATOR								X	

\* These areas cannot be added to a standard license by testing out.

~~\*\*\*~~ ~~Must hold a special education license to test out of age 3-4 special education~~

~~\*\*\*~~ The reference to physical science here applies only to an applicant who entered a physical science teacher education program before fall 2016.

~~\*\*\*~~ ~~Must hold a special education license to test out of age 3-4 special education~~

NOTE: B-K=BIRTH TO KINDERGARTEN; ECH=EARLY CHILDHOOD; SP.ED=SPECIAL EDUCATION; PS=POST-SECONDARY

**Appendix A: LEVELS AND AREAS OF LICENSURE**

CHART 2.  
ENDORSEMENT BY PROGRAM OF STUDY ONLY

	AVAILABLE LICENSURE LEVEL				
	AGE 3-4	K-6	5-6	K-12	P-12
<b>EXCEPTION AREA ENDORSEMENTS:</b> (EXCEPTION AREA ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.)					
LIBRARY MEDIA SPECIALIST				X	
READING SPECIALIST				X	
GUIDANCE & SCHOOL COUNSELING				X	
GIFTED & TALENTED				X	
ENGLISH AS A SECOND LANGUAGE				X	
EDUCATIONAL EXAMINER				X	
COACHING				X	
INSTRUCTIONAL FACILITATOR				X	
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE; NON-SPECIAL ED)	X				
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X			
DYSLEXIA THERAPIST				X	
<b>EDUCATIONAL LEADERSHIP &amp; SUPERVISION:</b>					
DISTRICT-LEVEL ADMINISTRATOR					X
BUILDING-LEVEL ADMINISTRATOR					X
CURRICULUM/PROGRAM ADMINISTRATOR					X
<b>ANCILLARY STUDENT SERVICES:</b>					
SCHOOL PSYCHOLOGY SPECIALIST				X	
SPEECH LANGUAGE PATHOLOGY				X	

## Appendix A: LEVELS AND AREAS OF LICENSURE

CHART 3.  
ENDORSEMENT BY TESTING OUT

This chart is to be used in conjunction with Chart 1. Exceptions to the testing out requirements may be found in Section 2-3.04 of these rules.

	AVAILABLE ENDORSEMENT LEVEL					
	AGE 3-4 SP. ED.	K-6	4-8	4-12	7-12	K-12
<b>FIRST-TIME LICENSURE LEVEL FOR ANY CONTENT AREA:</b>						
B-K Integrated		X				
P-4*		X	X			
K-6		X	X			
1-6		X	X			
4-8		X	X	X	X	
4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X		
K-12			X	X	X	X
K-12 SP. ED	X	X	X	X	X	X

\* The reference to P-4 here applies only to an applicant who entered a P-4 teacher education program before Fall 2015.