

**Mid-Continent Comprehensive Center (MC3) Work Plan  
for the Arkansas Department of Education (ADE)  
for Year 5 (July 1, 2009 thru September 30, 2010)**

Arkansas State Priority NCLB Technical Assistance Area: Closing the Achievement Gap/School Improvement	
<p><b>Current State Initiative(s):</b></p> <ol style="list-style-type: none"> <li>a. Focused monitoring of special education classes</li> <li>b. Monitoring on-site</li> <li>c. Special education integrated into school and district Arkansas School Improvement Program Planning (ACSIP)</li> <li>d. Educational co-ops (SEA intermediary agencies)</li> <li>e. Arkansas Department of Education (ADE) website has template for school improvement plan; other ASCIP information</li> <li>f. Support from SEA and Pygmalion Commission for alternative education</li> <li>g. Smart Start, elementary component of comprehensive program for Pre-K through 12<sup>th</sup> grade that focuses on high standards for students and increased opportunities for professional development for teachers</li> <li>h. Smart Step, second phase of the school improvement process (middle school)</li> <li>i. Next Step, third phase of the school improvement process focused on improving public high schools</li> <li>j. Support for alternate assessment for the 2% students</li> <li>k. ERZ-Educational Renewal Zones "working with higher education" to help districts and schools</li> <li>l. Reading First</li> <li>m. Literacy Teams (coaches)</li> <li>n. Leadership Academy for administrator and teacher training</li> </ol>	<p><b>Gap Analysis/Need(s):</b></p> <p><b>Collaboration Across the Arkansas Department of Education (ADE)</b></p> <ul style="list-style-type: none"> <li>• Teaming among ADE staff members is difficult due to not having enough staff members to focus time and effort.</li> <li>• Need to find creative ways to monitor school and district progress. Challenges include               <ul style="list-style-type: none"> <li>○ time,</li> <li>○ resources,</li> <li>○ too few staff members, and</li> <li>○ distance to sites.</li> </ul> </li> </ul> <p><b>Teacher Quality</b></p> <ul style="list-style-type: none"> <li>• Recruitment and retention of teachers in the Delta region is a significant problem despite a \$25,000 bonus for five years.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• It is difficult to reach educators in small, rural areas with professional development.</li> </ul> <p><b>Quality Instruction</b></p> <ul style="list-style-type: none"> <li>• Supplemental educational services (SES) are difficult to get to the rural areas of the state.</li> <li>• More evaluation of SES is needed.</li> <li>• ADE and intermediary agency/co-op staff members need additional knowledge, skills, and strategies to assist district and schools implement evidence/research-based practices in numeracy.</li> <li>• ADE needs more strategies and approaches to support program improvement districts and schools.</li> <li>• ADE and intermediary agency/co-op staff members need additional knowledge, skills, and strategies to assist district and schools implement scientifically based research and data-driven decision-making including at the classroom level.</li> <li>• Support teams need more training in how to assist teachers in meeting the needs of diverse learners.</li> <li>• ADE needs more knowledge, tools, skills, and strategies to assist districts and schools with Response to Intervention (RtI).</li> <li>• The alternative education program in Arkansas has 12,000 students, most of whom are "gap kids" with low achievement scores. The director needs assistance in mapping out a strategic agenda to address the academic needs of students, including assessment and accountability issues, and professional development needs of the teachers.</li> </ul>
<p><b>Capacity Building Goal 1: Build ADE's capacity to support districts and schools most in need of improvement and close the achievement gaps among diverse student populations.</b></p>	
<p><b>Capacity Building Objective 1: Provide ADE and its co-ops (intermediary professional development agencies) with the knowledge, tools, and skills to educate districts and schools about the Response to Intervention (RtI) Model as an approach for early intervention for students experiencing academic difficulties.</b></p>	

TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
<b>Year 5: July 1, 2009 – September 30, 2010</b>				
1. Provide technical assistance (TA) to ADE leadership staff members in processing the information gathered for completion of documents (Rubric of States Efforts and Capacity Building Planning Tool) provided by the National Center on Response to Intervention (RtI) into the Arkansas Closing the Achievement Gap initiative.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA Liaison Deborah Coffman, ADE Professional Development Associate Director Marcia Harding, ADE Special Education Associate Director	Darla Griffin, Southeast Regional Resource Center (SERRC) Tessie Rose, National Center on RtI Southeast TA Liaison Center on Instruction - Special Education Strand	N/A
<b>Benchmark:</b> Completion of documents with analysis of current progress and next steps strategies	August 2009 Ongoing			
2. Provide ongoing TA assistance to ADE leadership staff members in the training and implementation of Standards-Based Individualized Educational Programs (IEPs).	July 2009 Ongoing	Sharon Brooks Janie Russell Marcia Harding	Darla Griffin Marla Holbrook, Alabama Department of Education	N/A
<b>Benchmark:</b> Documentation of professional development training sessions delivered to ADE that prepare them to assist districts and schools in the implementation of standards-based IEPs	August 2009 Ongoing			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if knowledge, tools, and skills provided about the Response to Intervention Model (RtI) met ADE's specific needs as they support AR districts and schools in providing early intervention for students experiencing academic difficulties.	<b>Usefulness:</b> Data will be collected over time to determine if knowledge, tools, and skills provided about the Response to Intervention Model (RtI) were helpful to the ADE and co-ops in providing support to districts and schools.		<b>Quality:</b> Data will be collected over time to determine if knowledge, tools, and skills provided about the Response to Intervention Model (RtI) incorporated current research/evidence-based best practices.	
<b>Capacity Building Objective 2:</b> Design an integrated TA system that incorporates services from across ADE divisions and from the co-ops and reaches districts and program improvement (PI) schools throughout the state including those in remote rural areas.				
TA Delivery Methods and Strategies: Web-based work groups, teleconferencing, video-conferencing, on-site planning and consultation				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
<b>Year 5: July 1, 2009 – September 30, 2010</b>				
1. Provide TA to ADE leadership in the completion of the Statewide Systems of Support (SSOS) Inventory.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA	Sam Redding, Content Center on Innovation and Improvement (CII)	N/A

2. Continue to provide TA to ADE leadership as they incorporate other state initiatives (Closing the Achievement Gap, Smart Accountability, and College and Career Readiness Policy Institute) into the SSOS inventory.		Liaison Alice Barnes-Rose, ADE Learning Services Assistant Commissioner Deborah Coffman, ADE Professional Development Associate Director Dee Cox, ADE Special Assistant to the Commissioner		
<b>Benchmark:</b> Completed SSOS Inventory Document and SSOS Self-Assessment Report	August 2009 Ongoing			
3. Provide TA to ADE staff members, key educational co-op staff members, and Title 1 district/schools administrators to introduce the English Language Learner (ELL) Parents' Academy and the Parents Advancing Readiness for Educational Success (P.A.D.R.E.S.) and to pilot P.A.D.R.E.S. in two AR districts.	July 2009 Ongoing	Sharon Brooks Janie Russell Rosie Garcia-Belina, MC3 Migrant and ELL TA Coordinator Dee Cox	N/A	N/A
<b>Benchmark:</b> Documentation of professional development sessions delivered to ADE staff members that prepare them to assist districts and schools in their support of ELL students	August 2009 Ongoing			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools <ul style="list-style-type: none"> <li>met ADE's organizational needs and interests, and</li> <li>was responsive to specific local concerns regarding PI districts and schools.</li> </ul>	<b>Usefulness:</b> Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools <ul style="list-style-type: none"> <li>enhanced ADE's capacity to support PI districts and schools, and</li> <li>was timely in meeting the needs of PI districts and schools.</li> </ul>	<b>Quality:</b> Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools <ul style="list-style-type: none"> <li>promoted effective collaboration among ADE divisional units; and</li> <li>delivered research- or evidence-based practices, tools, and strategies to PI districts and schools.</li> </ul>		
<b>Capacity Building Objective 3:</b> Provide ADE and its co-op professional development personnel with the knowledge, skills, and tools needed to help PI districts and schools in the use of classroom assessments to inform instructional decisions at the classroom level.				
<b>TA Delivery Methods and Strategies:</b> Print and web-based documents, teleconferencing, video-conferencing, webcasts/podcasts, web-based working groups, professional development sessions				
<b>Technical Assistance Activities/Tasks</b>	<b>Timeline</b>	<b>Lead Person(s) Responsible</b>	<b>Content Center(s)/ Partner(s)/Consultant(s)</b>	<b>Evidence/Research Based Product(s)/Services</b>
Year 5: July 1, 2009 – September 30, 2010				

1. Support the professional development provided to ADE leadership, key staff members from two educational co-ops, and representatives from pilot districts and schools on Data Use to Improve Student Learning and the use of formative assessments.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA Liaison Neal Gibson, ADE Longitudinal Data System Project Manager	Margaret Heritage, Center for Research on Evaluation, Standards, and Student Testing (CRESST) Consultation with Content Center on Assessment and Accountability	N/A
<b>Benchmark:</b> Documentation of professional development sessions delivered to ADE leadership and key co-op personnel that prepare them to assist districts and schools in their use of assessment for learning specifically related to inform instructional decisions	May 2010			
2. Provide support in creating with ADE and CRESST a trainer-of-trainers manual and participant manual designed for co-op leadership to train district and school staff members in Data Use to Improve Student Learning.	July 2009 Ongoing	Sharon Brooks Janie Russell Neal Gibson, ADE Longitudinal Data System Project Manager	Margaret Heritage	N/A
<b>Benchmark:</b> Dissemination of trainer-of-trainers manual and presentation of manual to leadership at ADE and in co-ops to guide professional development and TA.	September 2010			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine to what extent, the knowledge, skills, and tools provided to ADE address how schools can meet the informational and needs of students, teachers, administrators, and parents through classroom assessment.	<b>Usefulness:</b> Data will be collected over time to determine to what extent the knowledge, skills, and tools provided to ADE allow teachers to develop and/or select various types of classroom assessments and use the results of the assessments for instructional decision making and communicate with students and their parents		<b>Quality:</b> Data will be collected over time to determine to what extent the knowledge, skills, and tools provided to ADE incorporate the most recent research/evidence-based best practices on classroom assessment and integrate with overall assessment and accountability under NCLB.	
<b>Capacity Building Objective 4:</b> Provide ADE and intermediary agency/co-op staff with additional knowledge, skills, and strategies to assist district and schools implement evidence/research-based practices in numeracy.				
<b>TA Delivery Methods and Strategies:</b> Work groups (face-to-face, teleconferencing, and web-based), face-to-face professional development, video-conferencing, webcasts, study groups				
<b>Technical Assistance Activities/Tasks</b>	<b>Timeline</b>	<b>Lead Person(s) Responsible</b>	<b>Content Center(s)/ Partner(s)/Consultant(s)</b>	<b>Evidence/Research Based Product(s)/Services</b>
<b>Year 5: July 1, 2009 – September 30, 2010</b>				
1. Continue to provide TA in math to ADE staff members through participation in the MC3 Math Community of Practice (CoP) and the dissemination of information on best practices of specific intervention strategies in Mathematics.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Janie Russell, MC3 AR TA	Center on Instruction (COI) - Mathematics Strand Russell Gersten, Instructional Research Group Director and University of Oregon College of	N/A

		Liaison Deborah Coffman, ADE Professional Development Associate Director Bill Nielsen, ADE Program Support Manager for Mathematics	Education Professor Emeritus	
<b>Benchmark:</b> Documentation of participation, including agendas, participants, timelines, and reflections	July 2009 Ongoing			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if the provided TA enhanced ADE's capacity to improve instructional leadership in math Pre K-12.	<b>Usefulness:</b> Data will be collected over time to determine if ADE's increased knowledge afforded greater access to information supporting districts and schools as they make decisions regarding math instruction, strategies, and interventions for students not making AYP in grades Pre K-12.	<b>Quality:</b> Data will be collected over time to determine if the resources and professional development provided to ADE and the co-ops were based on current research/evidence and exemplary practices on math and instructional leadership in grades Pre K-12.		
<b>Capacity Building Goal 2: Enhance ADE's capacity to support districts and schools in their use of supplemental educational services (SES) to include approval of vendors, monitoring of services, and evaluation of performance.</b>				
<b>Capacity Building Objective 1: Develop an evaluation plan with ADE to determine the effectiveness of SES.</b>				
<b>TA Delivery Methods and Strategies:</b> Print and web-based documents, working groups, professional development activities				
<b>Technical Assistance Activities/Tasks</b>	<b>Timeline</b>	<b>Lead Person(s) Responsible</b>	<b>Content Center(s)/ Partner(s)/Consultant(s)</b>	<b>Evidence/Research Based Product(s)/Services</b>
<b>Year 5: July 1, 2009 – September 30, 2010</b>				
1. Provide TA to ADE leadership to refine the SES vendor application to include a personal interview as part of the application process.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA Liaison Annette Barnes, ADE School Improvement Coordinator Polly Davis, ADE Public School Program Advisor Bill Goff, ADE Assistant Commissioner for Finance	Consultation with the Content Center on Innovation and Improvement (CII)	N/A
<b>Benchmark:</b> Vendor application updated, including a process for personal vendor interviews	August 2009			
2. Provide support for the data collection process being developed and implemented by ADE leadership during the 2009-2010 school year.	July 2009 Ongoing	Sharon Brooks Janie Russell Annette Barnes Polly Davis	Consultation with CII	N/A

		Bill Goff		
<b>Benchmark:</b> Data collection software system developed and implemented by ADE	July 2009 Ongoing			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if the evaluation plan met ADE leadership staff's needs to determine the quality and effectiveness of supplemental educational services and their impact on student achievement.	<b>Usefulness:</b> Data will be collected over time to determine if the evaluation plan was helpful in making data driven decisions about guidance for provider's contract renewal or termination recommendations to improve services.	<b>Quality:</b> Data will be collected over time to determine if the evaluation plan provided reliable information for decision making for ADE and LEAs.		
<b>Capacity Building Goal 3: Gap Kids in Alternative Education Settings: Increase the capacity of ADE to provide quality instruction to low achieving students in alternative education settings.</b>				
<b>Capacity Building Objective 1: Develop a strategic agenda to address the academic needs of the low achieving students in alternative learning environments (ALE).</b>				
<b>TA Delivery Methods and Strategies:</b> Consultation (on and off-site), teleconferencing, meetings, professional development, strategic planning, work groups, videoconferencing, web-based support				
<b>Technical Assistance Activities/Tasks</b>	<b>Timeline</b>	<b>Lead Person(s) Responsible</b>	<b>Content Center(s)/ Partner(s)/Consultant(s)</b>	<b>Evidence/Research Based Product(s)/Services</b>
<b>Year 5: July 1, 2009 – September 30, 2010</b>				
1. Continue to garner and disaggregate data on students in alternative education settings by race, gender, ethnicity, and grade level in the areas of reading and math.  2. Provide support to ADE Alternative Education leadership in the presentation of data to ALE teachers and administrators.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA Liaison Alice Barnes-Rose, ADE Learning Services Assistant Commissioner Neal Gibson, ADE Longitudinal Data System Project Manager Lori Lamb, ADE Alternative Education Program Director	Betty Harris, Senior Research Associate University of Oklahoma, Educational Training, Evaluation, Assessment and Measurement (E-TEAM)	N/A
<b>Benchmark:</b> Report generated for planning and presentation purposes	August 2009 Ongoing			
3. Continue to assist the Alternative Education Program with an analysis of students' needs especially in the areas of numeracy and literacy (Data will be disaggregated by the ADE's Department of Assessment and Accountability and the Arkansas Longitudinal Data System).	July 2009 Ongoing	Sharon Brooks Janie Russell Lori Lamb	Betty Harris Consultation with the Content Center of Assessment and Accountability (AACC)	N/A
<b>Benchmark:</b> Report on disaggregated data to determine student academic needs focusing on literacy, numeracy, and	July 2009 Ongoing			

student assessment				
4. Assist in the planning discussion of the development of an action-oriented strategic agenda to support instruction, assessment issues, and success plans for students in alternative educational settings based on the generated data reports.	July 2009 Ongoing	Sharon Brooks Janie Russell Lori Lamb	Betty Harris Consultation with AACC	N/A
<b>Benchmark:</b> Key components of the action-oriented strategic agenda identified	August 2009			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if the strategic action agenda addressed the specific needs of ADE to provide quality instruction to meet the individual needs of low achieving students in alternative educational settings.	<b>Usefulness:</b> Data will be collected over time to determine if the strategic action agenda was helpful to ADE in supporting educators in making data driven decisions about assessing student needs, improving instruction and on how to meet individual student needs.	<b>Quality:</b> Data will be collected over time to determine if the strategic action agenda improved ADE's capacity to provide effective instruction for low achieving students in alternative education settings.		
<b>Capacity Building Objective 2: Develop a strategic agenda to address the professional development needs of teachers in alternative education settings.</b>				
<b>TA Delivery Methods and Strategies:</b> Consultation (on and off-site), teleconferencing, meetings, professional development, strategic planning, work groups, videoconferencing, web-based support				
<b>Technical Assistance Activities/Tasks</b>	<b>Timeline</b>	<b>Lead Person(s) Responsible</b>	<b>Content Center(s)/ Partner(s)/Consultant(s)</b>	<b>Evidence/Research Based Product(s)/Services</b>
1. Conduct regular WebEx meetings with the Alternative Learning Environments (ALE) Directors and teachers from the MC3 region to provide current information from experts in the field of non-traditional education and enable participants to share challenges and experiences, identify solutions to specific problems and answer questions.	July 2009 Ongoing	Sharon Brooks, MC3 AR TA Coordinator Janie Russell, MC3 AR TA Liaison Lori Lamb, ADE Alternative Education Program Director Bill Hagerman, Kansas State Department of Education (KSDE) Innovation and Improvement Director Doug Sutton, Missouri Department of Elementary and Secondary Education (DESE) Laura Buxton, Oklahoma State Department of Education (OSDE) Director of Alternative Education	N/A	N/A
<b>Benchmark:</b> Documentation of agendas, participants, minutes, and next steps provided in the MC3 Event	July 2009 Ongoing			

Database				
2. Continue to provide TA to ADE by supporting the professional development of ALE staff members and teachers in the area of Instructional Coaching.	July 2009 Ongoing	Sharon Brooks Janie Russell Lori Lamb	Jim Knight, Instructional Coaching Group	N/A
<b>Benchmark:</b> Documentation of delivery of professional development sessions to include agendas, sign-in sheets, participant list, materials, etc.	July 2009 Ongoing			
3. Continue to provide TA to ADE in providing support to ALE staff members and teachers in reading through their participation in the MC3 Regional Reading Community of Practice (CoP) and the Adolescent Literacy Book Study and in math through their participation in the MC3 Regional Math CoP.	July 2009 Ongoing	Sharon Brooks Courtney Lockridge Janie Russell Lucy Trautman, MC3 NCLB TA Coordinator Lori Lamb	Helen Duffy, National High School Center Center on Instruction (COI) - Reading Strand COI - Mathematics Strand Russell Gersten	N/A
<b>Benchmark:</b> Documentation of agendas, participants, minutes, and next steps provided in the MC3 Event Database	August 2009 Ongoing			
<b>Evaluation of Objective/Outcome</b>				
<b>Relevance:</b> Data will be collected over time to determine if the strategic action agenda addressed the specific needs of ADE to provide professional development to teachers in alternative education settings.	<b>Usefulness:</b> Data will be collected over time to determine if the strategic action agenda was helpful to ADE in providing teachers with new skills, knowledge, and tools, which improved teaching and learning.		<b>Quality:</b> Data will be collected over time to determine if the strategic action agenda improved ADE's capacity to provide teachers in alternative educational settings with research-based information, strategies, and tools to support the diverse learning needs of students.	