

Legislative Task Force on Workforce Education Excellence

March 27, 2018



Arkansas Department of Education

Vision

The Arkansas Department of Education
is transforming Arkansas
to lead the nation in
student-focused education.



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Mission

The Arkansas Department of Education provides **leadership, support, and service** to schools, districts, and communities so every student graduates prepared for **college, career, and community engagement**.



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Goals

Goal 1 - Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement.

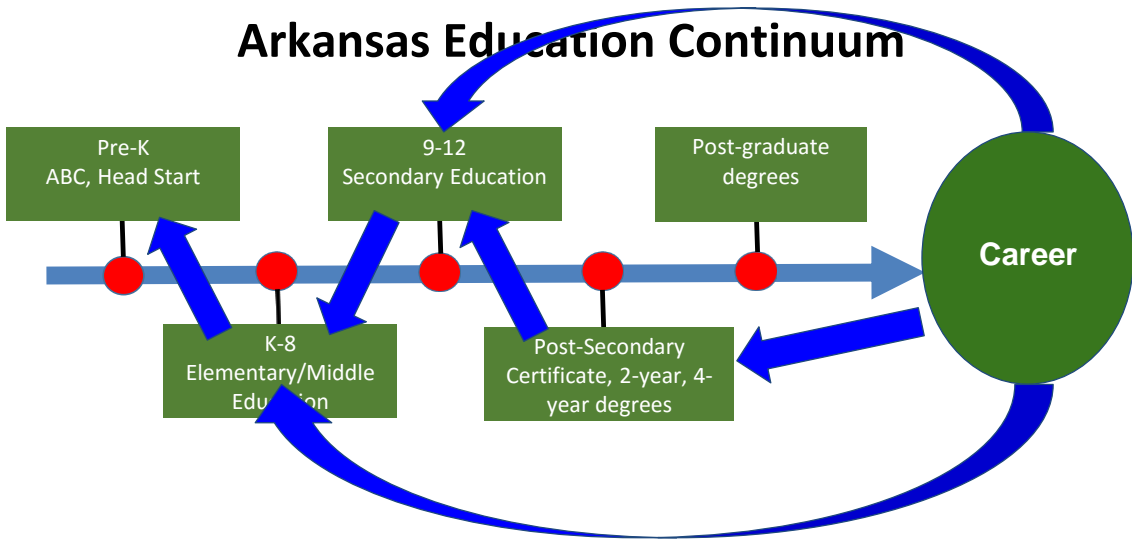
Goal 3 - Each student will develop and apply personal competencies that promote learning and success in life.

Goal 4 - Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.

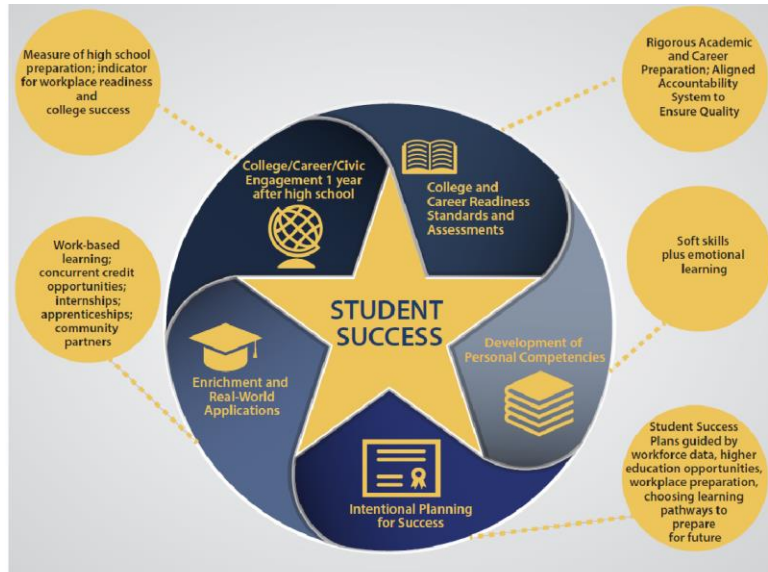


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Arkansas Education Continuum



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College and Career Readiness Standards and Assessments



ARKANSAS K-12 COMPUTER SCIENCE

#ARKIDSCANCODE - SETTING THE STANDARD

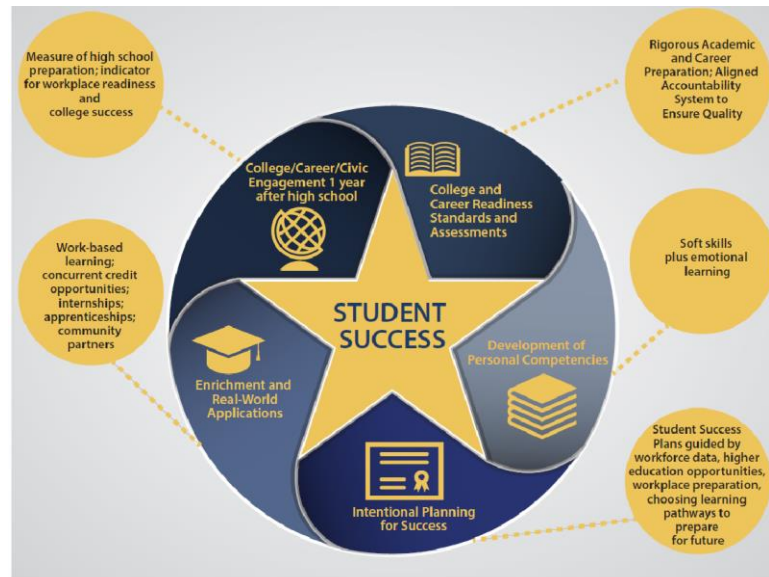


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College and Career Readiness Standards and Assessments



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Development of Personal Competencies

GUIDING PRINCIPLE SELF-MANAGEMENT

As a multi-faceted Arkansas graduate, I am....

- **Reflective about my personal needs and manage my emotions effectively**
 - I am able to identify and take care of personal wellness needs and emotional health
 - I can act on my personal needs accordingly in varying situations and locations
 - I can express emotions constructively
 - I am able to practice stress management techniques
 - I am fully capable of asking for help when needed
- **An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement**
 - I am able to identify steps for problem solving
 - I apply strategies and skills to solve complex problems
 - I use rational steps to determine a solution or conclusion
 - An active participant in my learning
- **Able to manage time in order to set tasks and goals and achieve them**
 - I can plan, organize my time and projects in order to accomplish tasks and/or goals
 - I am able to set check-points for follow through on a goal



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What does Self-Management look like:

In Early Elementary (K-2) I am learning to...	In Late Elementary (3-5) I am learning to...	In Middle/Junior High (6-8) I am learning to...	In High School (9-12) I can...
<ul style="list-style-type: none"> Communicate my wants/needs appropriately from peers and adults Ask for and accept help when I am in a conflict situation requiring support Identify emotions that I am feeling and identify ways to calm myself when it is a stressful situation Adjust tone and behavior in familiar settings with some reminders (voice level, body movement, etc.) appropriate to various settings with support (e.g., library, hallways, auditorium, bus, cafeteria, etc.) Distinguish between a truth and a lie Recognize the importance of telling the truth Recognize I can make choices about my behavior Identify concrete personal goals and create a step towards achieving the goal with support Move towards the completion of the goal Adapt to changes in my classroom environment 	<ul style="list-style-type: none"> Identify situations where I might need to ask for assistance as well as identify alternate solutions to problems Distinguish between fact and opinion Identify emotions that I am feeling and the situations that might cause them Identify and develop techniques to calm myself when in a pressure situation Identify how my actions impact others and that there are consequences to behaviors Effectively participate in group decision making processes Describe the steps of a decision-making model Describe, create and implement steps in reaching a concrete goal Evaluate progress towards my criteria for success in the classroom Adapt to change that may occur in the classroom, school, or in a social situation 	<ul style="list-style-type: none"> Identify my own personal characteristics and values Demonstrate an ability to present my own perspective in a situation (I-message) Reflect on possible consequences, both positive and negative, before expressing my thoughts Analyze how thoughts and emotions affect decision making and responsible behavior Practice effective communication (for example, listening, reflecting, and responding) Distinguish between facts and opinions, as well as logic and emotion, and analyze cause and effect relationships Demonstrate flexibility in my thinking or my actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes) Identify and apply the steps of a decision-making model Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence) Apply goal-setting skills to promote academic, career and lifelong success Be flexible when faced with evolving situations 	<ul style="list-style-type: none"> Incorporate personal management skills on a daily basis, including work / study skills, personal resources, and time management Demonstrate control of my behavior in multiple settings Evaluate the role my attitude plays in success (i.e. pessimism vs. optimism) Apply honesty and personal integrity to my actions Practice strategies for coping with and overcoming stress and negative feelings (rejection, social isolation) Advocate for the rights of myself and others Demonstrate empathy in a variety of settings, contexts, and situations Apply effective listening skills in a variety of setting and situations Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization Consider ethical, safety, health, and societal factors when making decisions Set a positive academic, career, or life goal with action steps, time-frames, and criteria for evaluating achievement Demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)



Development of Personal Competencies

GUIDING PRINCIPLE - SELF-AWARENESS

As a multi-faceted Arkansas graduate, I am...

- Able to clearly articulate information I want to share**
 - I can articulate how I feel in various situations
 - I am aware of and can clearly articulate my personal strengths and areas in which I want to grow
 - I can articulate data, findings and thoughts through oral and written communication
- Growth-minded, curious and inquisitive**
 - I can identify my personal aspirations and identify ways that dedication and hard work will help me achieve them
 - Am aware of my personal qualities and how they impact and/or influence my behavior
- Reflective**
 - I consider what I know and how I learn and seek feedback and constructive critique to improve
 - I take responsibility for my actions and am aware of how they impact others
- Resourceful**
 - I ask questions, investigate and explore new topics of learning
 - I can identify resources both in and out of school and seek help when needed



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Development of Personal Competencies

GUIDING PRINCIPLE RESPONSIBLE DECISION-MAKING

As a multi-faceted Arkansas graduate, I am ...

- **A self-directed learner**
 - I take on projects and work independently
 - I am able to organize my time and manage personal responsibilities effectively
 - I seek ideas and support from peers and adults when decision making
- **A responsible digital citizen**
 - I am able to practice and demonstrate responsible and appropriate use of technology for problem solving and finding solutions
 - I am able to demonstrate responsible behavior including the ability to say "No" to negative peer pressure with or without the use of technology
- **Able to identify the steps needed to accomplish a goal and follow them to its completion**
 - I use effective decision-making skills to set and achieve goals for college, career, and community engagement
 - I consider multiple factors in decision-making including ethical, health, and safety factors, as well as personal and community responsibilities, and short-term and long-term goals
 - I am able to play a role in school/classroom governance



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Development of Personal Competencies

GUIDING PRINCIPLE - RELATIONSHIP SKILLS

As a multi-faceted Arkansas graduate, I am...

- **An effective, cross-cultural communicator**
 - I can use positive communications and social skills to interact effectively with others
 - I can articulate thoughts, information and feelings through oral and written communication
- **An active listener who can demonstrate positive relationships**
 - I understand that I can prevent, manage and/or resolve interpersonal conflicts in constructive ways
 - I engage in healthy rewarding relationships with peers and adults
 - I engage in positive relationships with individuals and groups from diverse backgrounds or with differing perspectives
- **A supporter of others**
 - I can work with others to develop, implement and evaluate goals
 - I can make constructive choices about personal behavior and social interactions



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Development of Personal Competencies

GUIDING PRINCIPLE SOCIAL AWARENESS

As a multi-faceted Arkansas graduate, I am...

- **Empathetic to other's feelings**
 - I am aware of the roles, thoughts, feelings, and perspective of others
 - I am able to take the perspective of and empathize with others
- **Socially aware of cultural issues and differences**
 - I am aware of cultural issues that exist in my world and exhibit a respect for human dignity and differences
 - I work with others to achieve common goals
 - I have the ability to read and respond to environmental cues
- **Collaborative team player**
 - I am able to weigh options and make connections
 - I am able to understand that I can make a lasting impact on the way people think, act, or behave by my actions
 - I can identify ways in which I can positively contribute to my community
 - I can recognize and utilize family, school and community resources and supports



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Development of Personal Competencies



ARKANSAS K-12 COMPUTER SCIENCE

#ARKIDSCANCODE - SETTING THE STANDARD

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

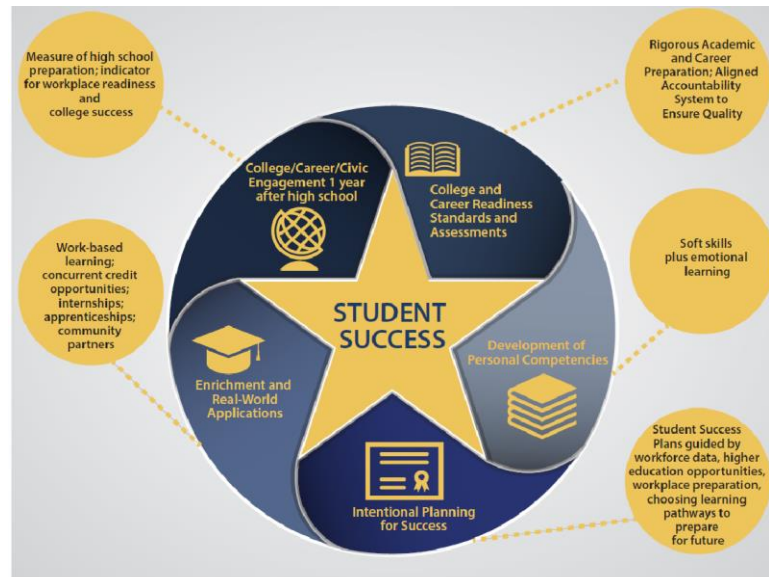
Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.



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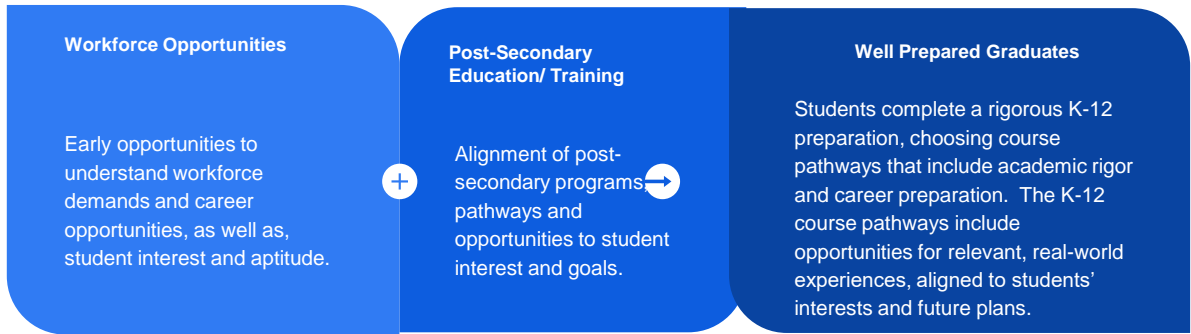
Intentional Planning for Success

- **RFQ for Career Planning Tool**
 - **Partnership between ADE and ACE**
 - **Kuder**
- **Student Success Plans (Act 930)**
 - **By end of 8th grade**
 - **Schools can select planning platform**

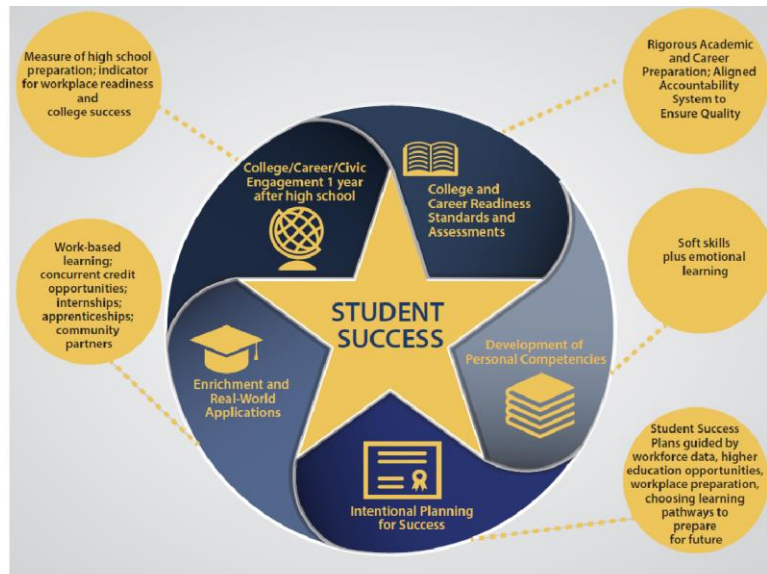


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Intentional Planning for Success



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Enrichment and Real-World Applications

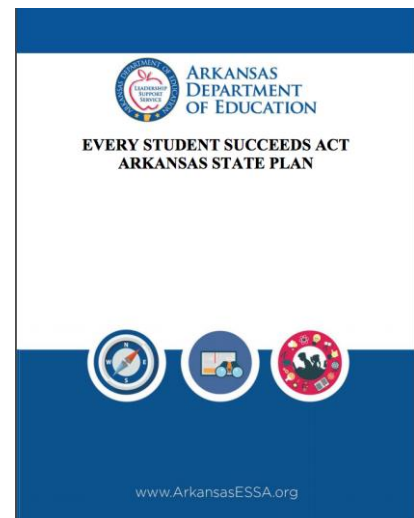
- **Eliminate barriers**
 - Repeal of seat-time requirements to allow flexibility for scheduling in HS
 - Embedded courses - delivery of standards for multiple courses into one course (Oral Communications/ELA)
- **Inclusion of workforce readiness components in new accountability measures**



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School Quality and Student Success Data Used in 2017 Index (SQSS)

- Student engagement (chronic absenteeism)
- Science achievement
- Science growth
- Reading at or above grade level
- Meeting or exceeding state expectation of ACT composite score of 19
- Meeting or exceeding ACT readiness benchmark
- Grade point average of 2.8 or better on 4.0 scale
- Community service learning credits earned
- On-time credits
- Computer Science course credits earned
- Advanced Placement, International Baccalaureate, or Concurrent Credit (including ACE) credits earned



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Enrichment and Real-World Applications

- Introduce career possibilities earlier in K-12 continuum
- Exposure to STEM
- Linked to meeting student learning needs, while stimulating curiosity



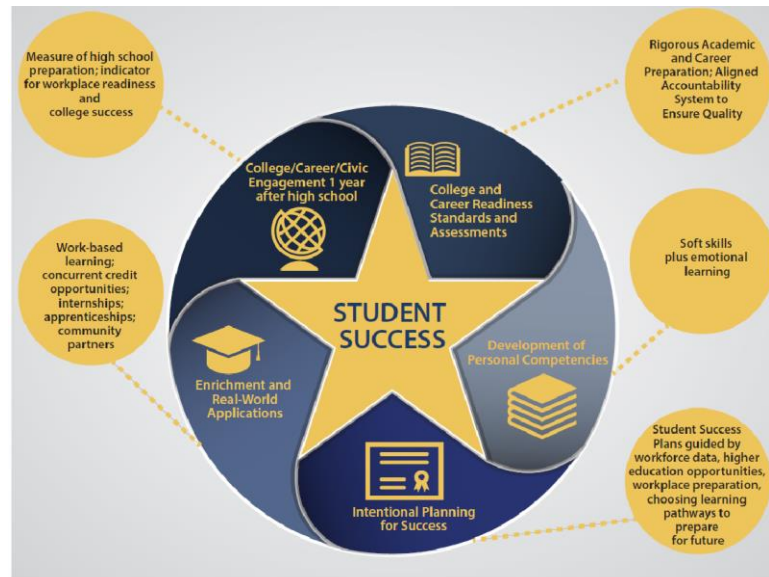
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- Second year of partnership
- APSRC, ACE, Co-ops
- Supplemental online curriculum for MS and early HS students
- 35% increase in lessons completed
- 41% increase in number of active schools
- Learning Blade provides 50 career videos (direct response to teacher feedback)



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College/Career/Civic Engagement 1 year after High School

- **Development of data system**
 - **Collaboration with other agencies**
 - **DWS**
 - **ACE**
 - **ADHE**
 - **Military**
 - **Feedback Loop to inform improvement**



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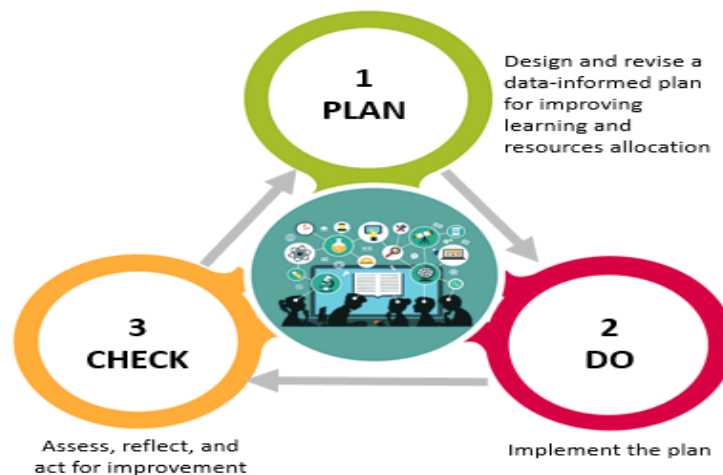
Stakeholder Engagement Opportunities under the Every Student Succeeds Act

- **Locally focused**
- **Encourage conversations**
- **Work-based learning**
 - **Apprenticeships**
 - **Internships**
- **Explore and enhance existing opportunities**
 - **Regional Workforce Implementation Grants**
 - **Local**



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Continuous Cycle of Inquiry



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Questions?



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