



## Act 1240 District Waiver Request Extension

<b>District:</b>	<b>Drew Central</b>
<b>LEA Number:</b>	2202
<b>Superintendent:</b>	Kim Barnes
<b>Email:</b>	kimbraly.barnes@drewcentral.org
<b>Contact for Waiver:</b>	Karen Eoff
<b>Contact Email:</b>	Karen.eoff@searkcoop.com
<b>Contact Phone:</b>	870-723-2074
<b>Date Received by DESE:</b>	

The following documents must be submitted with the waiver request:

1. School Board Resolution approving the waiver request
2. Evidence of stakeholder involvement, including teachers and student families

### Waiver Extension Request #1

<b>Topic:</b>	Teacher Licensure
<b>Standards/Statutes/Rules:</b>	Ark. Code Ann §6-15-1004 Qualified teachers in every public classroom Ark. Code Ann §6-17-309 Certification to teach grade or subject matter Ark. Code Ann §6-17-401 Teacher Licensure Requirement Ark. Code Ann §6-17-902 Definition (definition of a teacher as licensed) Ark. Code Ann §6-17-908 Teacher Salary Fund Ark. Code Ann §6-17-919 Warrants void without valid certification Standard 4-D.1 Teacher licensure requirement of Arkansas Law Standard 4-F.1 Teacher licensure requirement of Arkansas Law Section 7 of Ark. Dept. of Education rules governing education licensure
<b>Duration Requested:</b>	Five Year Waivers 2022-2027
<b>Name of Open-Enrollment Charter Holding the Waiver</b>	Ark. Code Ann §6-15-1004, Ark. Code Ann §6-17-309, Ark. Code Ann §6-17-401, Ark. Code Ann §6-17-902, Ark. Code Ann §6-17-919, Standard 4-D.1, Held by Ark. Arts Academy Ark. Code Ann §6-17-908 & Standard 4-F.1, Held by Ark. Virtual Academy

	Section 7 of Ark. Dept. of Education rules governing education licensure, Held by Ark. Connections Academy
<b>Schools, Grades or Classes the Waiver Will Apply To</b>	K-12

**1. Provide a detailed rationale explaining how the waiver will enhance student learning opportunities, promote innovation or increase equitable access to effective teachers. Include information about the problem or obstacle, if any, the waiver will help the district overcome.**

Drew Central School Districts recognizes that a highly qualified teacher in each classroom is the single most important factor influencing student learning. Drew Central School District's greatest desire is to hire a fully licensed highly qualified teacher for each open position that exists in the district. However, the demand for fully licensed highly qualified teachers far exceeds the number of licensed teachers in our Co-op area. The Drew Central School District has had 14 openings since 2016 that we could not find licensed teachers to fill regardless of how many recruitment activities we conducted. We have hired 14 Act 1240 teachers and 9 of the college graduates hired have completed a licensure program and now hold an Arkansas License. One of our most motivating, innovative, and creative math teachers is an Act 1240 teacher. She has passed the Math Praxis Exam and only needs to only complete his MAT Program coursework at UAM to receive a standard license. She is also one of the top math students from UAM. She loves teaching and has the wonderful ability to make math relevant for her students. One of our top English teachers was also an Act 1240 teacher who just completed the MAT Program in May 2021. The student achievement in her classes has gone steadily upward in each class she teachers. Another of our great Act1240 high school English teachers is in the process of receiving a license and has asked, when licensed, to be moved to special education. This outstanding teacher has a great love and gift for helping students who struggle. We are very appreciative of this teacher and her dedication to special education students. Several more of our teachers are in the process of finishing their requirements for licensure. When Act 1240 teachers are hired in our district they are put on a 1240 Teacher Licensure Plan and they must meet the specified requirements to be rehired. There is specific language on their employment contract that states that the teachers have three years from the start of teaching to have a standard license.

The University of Arkansas at Monticello (UAM) has provided/produced only 58 student teachers from fall 2016 to spring 2021. UAM supplies the majority of traditionally trained teachers to our Co-op area schools. Southeast Co-op schools have had 430 open positions from 2016-2021 for which no licensed teacher could be recruited to fill the position. As you can see the number of vacant teaching positions far exceeds the number of teachers graduating from teacher education programs. We have a severe teacher shortage in our Co-op area and do not have enough licensed teachers to fill our open positions. When we cannot find a licensed teacher to fill a vacant teaching position we then try to recruit a capable college graduate, preferably from our area and preferably with eighteen hours of college coursework in the area they will be teaching.

The Act 1240 teacher's principal evaluates the teacher using TESS, does classroom observations to ensure that the teacher is using appropriate teaching strategies and has appropriate classroom management. The teachers are assigned a buddy teacher by the district who has the same planning period as the teacher to coach/guide, teach them all the procedures of the district, and assist with their social and emotional well-being. The district also provides and pays for a classroom management consulting to teach, observe, and assist all Act 1240 teachers with classroom discipline. The district content specialists' model engaging lessons and observe the Act 1240 teachers. The

curriculum coordinator meets with the teachers quarterly to review their progress licensure. The principal meets with the Act 1240 teachers monthly to discuss any professional development they need for any teaching area and classroom management. The teachers are provided time to observe other teachers and can be assigned by the principal to observe specific teachers. Before school begins the teachers are provided an in depth orientation to all school procedures, processes, and teaching practices of the school district. In the first year of teaching, the Act 1240 teachers are shielded from committee assignments and sponsorships of clubs to protect their learning time. The teachers must be supported in the journey toward licensure otherwise the journey becomes overwhelming! It is often stated that the first year of teaching is the hardest so you can imagine what it is like with the added requirements of obtaining a license through an alternate route.

We understand that this avenue for growing our own qualified teachers is a hard journey for both the college graduates and the administrators and teachers that support the Act 1240 teachers' journey. However, this innovative approach to "Grow Our Own" teachers works in our Co-op area. We have produced far more licensed teachers in our Co-op area than our preferred route of teacher education programs.

**2. Provide a detailed explanation of how the services being waived will be provided for students.**

Student learning opportunities are enhanced when Drew Central School District utilizes Act 1240 teachers instead of long term substitutes in our classrooms for vacancies we cannot fill. When we place highly capable college graduates in a classroom, enroll them in the three-year Novice Teacher Program at Southeast Co-op, assign them a buddy teacher at their school, provide daily support, outline the three-year timeline to obtaining a teacher licensure, and support each Act 1240 teacher on their journey to licensure, we enhance student learning. This approach provides a more qualified and committed teacher in the classroom than a long term substitute can ever provide. The Act 1240 teacher is vested in completing a licensure program. The Act 1240 teacher is vested in the learning gains of the students they teach. The Act 1240 teachers are vested in our community. One of our Act 1240 math teachers, who teaches algebra, took it upon himself to start tutoring students in our In School Suspension (ISS) program during his conference time. He had a burden for struggling students and volunteered to help them understand math. He has had a great deal of success with the ISS math students.

**3. Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the waiver.**

In our four year report summary to the State Board of Education on July 8, 2021 the following data was shared. Of the 237, Act 1240 teachers hired thru 2020 in our Co-op area, 131 teachers have become licensed teachers in Arkansas. Seventy one percent of these teachers are still teaching in a Co-op school district. As compared to education major teachers 61 of the 237 were ranked above average teachers, 155 of the 237 were ranked average teachers as compared to education major teachers and only 9% or 21 were ranked below average teachers as compared to education major teachers.

The effectiveness of the waiver can be shown by the following. We have filled all of the district's open positions posted on our website. We have printed and placed a copy of the Arkansas License of the Act 1240 teachers who have acquired a license. We are assisting those that need help with micro-credentials so that they can receive a license. We have buddy/mentor teacher assignment documentation utilized by the facilitators, building administration, and the district administrative staff. The principals have documented observations of the teachers. We have school business leave records for Praxis prep sessions and time off to take the Praxis exams. We

have sign-in sheets of the administrator's meetings to review the teachers progress toward licensure. We have documentation of the district stipend schedule list showing sponsoring of a club or extracurricular activity. But most important of all we have success story after success story of the difference that the teachers are making in our student's lives. The two English teachers whose students scores have gone steadily up since they started teaching at the high school. The algebra teacher who volunteered to tutor students in the In School Suspension (ISS) Program. The brilliant math teacher that can and does make math relevant to those that don't love math. The outstanding English teacher who asked to be allowed to move to special education when her standard English license is issued and readily agreed to get the additional training needed. These teachers are evidence of the effectiveness of these waivers.

**4. Describe how the waiver has ensured success in the school or district over the past five years. Provide data or evidence to support your answer.**

The "Grow Our Own" teacher program provided for us by Act 1240 waivers is working for Drew Central School District. We will hire fully licensed teachers if we can find them for every classroom but we just do not have enough licensed teachers in our area to do that each year. Because of the ACT1240 waivers, Drew Central School District has been able to begin school for the past five years with all positions filled, as allowed by the waiver, thus providing our students with teachers that have completed a bachelor's degree, are committed to the district and are committed to earning their Arkansas Teaching License versus a long term substitute who may not feel the same commitment to the district and students. Also, the waiver has allowed the district to impact the teacher shortage in our area as noted by the nine ACT1240 hires that have completed the requirements to earn an Arkansas license while being employed by our district.

From 2016-2021 we have had 430 open positions in our Co-op area that we could not recruit a licensed teacher to fill. Co-op wide 169 teachers have already completed their licensure program and hold a teaching license. Many more are close to completing a program or completing micro-credentialing. Please continue to give our students the opportunity and access to have a highly qualified college graduate who wants to complete a teacher licensure program and become a fully licensed teacher in their classroom during this shortage time. These teachers are enhancing the student learning opportunities of our students and we are adding to the licensed teacher pool yearly in our area. We will continue to recruit and fill any open position with a fully licensed teacher if we can find them! However, the demand exceeds the supply so please continue to let us grow our own teachers by continuing our waivers for five years.

**Waiver Extension Request #2**

<b>Topic:</b>	Teacher Licensure (Library Media Program & Library Media Specialists)	
<b>Standards/Statutes/Rules:</b>	Ark. Code Ann §6-25-103 Library Media Services Program Ark. Code Ann §6-25-104 Library Media Specialists	
<b>Duration Requested:</b>	July 1, 2022 Through June 30, 2027	
<b>Name of Open-Enrollment Charter Holding the Waiver</b>	Ark. Code Ann §6-25-103, Held by Ark. Virtual Academy Ark. Code Ann §6-25-104, Held by Ark. Connections Academy	
<b>Schools, Grades or Classes the Waiver Will Apply To</b>	K-12	

**1. Provide a detailed rationale explaining how the waiver will enhance student learning opportunities, promote innovation or increase equitable access to effective teachers.**

**Include information about the problem or obstacle, if any, the waiver will help the district overcome.**

Because of our severe teacher shortage in the Southeast Co-op area we must be creative and innovative in recruiting possible library media specialists when an opening does occur. We do not have many openings in this area. Once a teacher becomes a library media specialist they usually stay in this position until retirement or move out of our area. To fill the position, we basically have to "Grow Our Own" when one of our media specialists informs us of retirement or moving out of our area. Even when we advertise the position on our website, Co-op website, AAEA Job Board, and social media we have no candidates. However, we have learned to be creative and innovative in our Co-op area. We follow the examples of Dr. Billy Adams at Lakeside, Linda Tullos of McGehee, Dr. Nick Hill of Dewitt, and Kristi Ridgell at Dermott.

When we have no applicants, we start looking for someone already in our system or in our community with a degree that has expressed a love for reading, literature, and wants to inspire students to read. Many of our experienced staff members are not willing to return to school to acquire this rigorous program of study and incur the expense involved. Dr. Adams recruited a career coach to work for the Lakeside School District. This career coach inspired her students to set goals, and to read great literature. The career coach wanted to become a teacher. Because of her strong learning attributes, the career coach was accepted in the MAT program at the University of Southern Mississippi. While finishing her masters of education degree in library media the teacher was hired as the library media specialist for the Lakeside Middle School on an Act 1240 waiver. This teacher quickly went to work passing all of the required tests and is now licensed in library media. What a success story this has turned out to be. The teacher is creative, dedicated, and has found her calling. Because she is so creative she has inspired students to love to read! She hosts Saturday morning book clubs at the public library and has virtual book talks posted on her library webpage. She is willing to team up with any teacher in the school district to promote reading and critical thinking in or out of school. She is creative in her approaches and has become a driving force in her school district and community to develop a culture for reading. By her sheer determination, inspiration, and creativity she is developing a culture of reading and a community of readers in a disadvantaged area.

We will seek to hire a fully licensed library media specialist when we have an opening. We will only use this waiver when we have exhausted all avenues of creative, innovative recruitment and have no licensed applicants. However, the library media specialists are almost impossible to find in our area of the state without our "Grow Our Own" program you have provided us with these waivers. Please continue our waiver extension for library media specialists. We will not abuse this much appreciated route to providing a stable workforce for our school district.

**2. Provide a detailed explanation of how the services being waived will be provided for students.**

Student learning opportunities are enhanced when we recruit and utilize an Act 1240 teacher who has a passion and a desire to motivate students to read great literature, think critically, make the school library a learning hub for homework and provide a safe and nurturing climate for students. Please do not force us to go back to using long term subs in our library media center when we have a vacancy we cannot fill. When we place a highly capable college graduate in a library media center, enroll them in the three year Novice Teacher Program at Southeast Co-op, assign them a buddy teacher at their school, outline the three year timeline to obtaining a licensure, and support, support, support them on their journey to licensure--we enhance student learning! This approach provides a more qualified teacher in the library media center than a long term substitute can ever provide. First of all, we look for passion to be a library media specialist. The teacher is

then vested in completing a licensure program. The Act 1240 teacher is vested in the reading gains and critical thinking of all their students that enter the door of the library media center. The Act 1240 teacher is vested in their community. Our “Grow Our Own” teachers come from our communities. This program puts educators in the classroom that know the reality the students experience at home. The relationship between the teacher and student is incredibly important to student outcomes. Teachers who know their students' lived reality can support them in academic learning strategies/structures and emotional support systems needed to ensure their students success. We only pick teachers for library media specialists that have the passion we describe and want to share their passion for reading with students.

**3. Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the waiver.**

The principal will evaluate the library media specialist using the TESS Model and the rubric for library media specialist. The principal will do walk-throughs to ensure that the program fosters critical thinking, instills confidence in reading in multiple formats, and provides a safe and nurturing climate for all. The principal will ensure that the library media specialist partners with all teachers to provide print and digital materials to meet the diverse needs of the students. The principal will ensure that the school library is a hub for supporting students and staff in our quest to improve the reading scores of all our students.

**4. Describe how the waiver has ensured success in the school or district over the past five years. Provide data or evidence to support your answer.**

We have only used the library media waivers four times in our Co-op area since the waivers were granted. All four times the waivers have been used have been extremely successful. Some of the indicators of success include: the library/media center becoming the beehive/learning hub of the school, an increase in books read and tests proficient in the Accelerated Reading Program, observation of an increase in critical thinking skills used in the classroom, an increase in the number of books being checked in and out of the library/media center, an increase in the number of students with accounts/usage for digital libraries, an increase in numbers of teachers scheduling research/collaboration sessions with the library media specialists in the library/media center.

Dewitt used the waiver for a library media specialist when they absolutely could not recruit a licensed library media specialist for the small rural campus of Gillett with a town population of 763. The Act 1240 teacher recruited exceeded all expectations. The teacher had a love of teaching and learning, and READING! The teacher was passionate about sharing her knowledge and passionate about kids. The teacher received Talents Unlimited training to develop the students creative and critical thinking skills. Because of the teacher's intense desire for every student to read on grade level she also was trained to provide literacy interventions during unscheduled time. Due to a declining population, Gillett Elementary was closed at the end of the 2020-2021 school year. The teacher was so outstanding, hardworking, and passionate about helping students learn that the district moved the teacher to an opening teaching art at Dewitt Elementary School. Passion for helping students learn is the magic ingredient she possesses and she is doing an excellent job now as an art teacher.

The Dermott School District advertised on local and state websites and social media for a library media specialist and had **not one** licensed applicant for the position. None of the current faculty were interested in returning to school to acquire the license. The district did receive two applicants that had a degree and were very interested in becoming a library media specialist. Both Act 1240

candidates agreed that if hired they would return to school to complete a library media program of study and take the required Praxis exams. After intensive interviews a candidate was chosen. The Act 1240 teacher has completed all coursework for the Master of Teaching Program (MAT) at UAM and only needs to pass his Praxis exam to be able to finish a license. He can then move into a Library Media Program of Study. The district only used the library waiver when no licensed applicant could be found.

Let me share McGehee's real life example of what we must go through when an opening for a Library Media Specialist occurs. Kathryn Chastain moved to McGehee in 2020 due to marriage to the director of the McGehee Boys and Girls Club. She has a Bachelor of Arts degree in Christian Ministry. She has a **passion** for working with youth. When the high school library paraprofessional position became available Mrs. Chastain applied for the position. Mrs. Chastain was hired and quickly displayed exemplary skill in her daily work. She was so outstanding that it was difficult for people to distinguish between the library media specialist and the library media paraprofessional. Mrs. Chastain transformed the library into an area that was welcoming, inviting, and a place where students wanted to be!

McGehee School District has been in a construction project and a grade reconfiguration to create a middle school concept that would house 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students in the new Conner Middle School. When construction was completed the district advertised for a Conner Middle School Library Media Specialist. The district had **no** licensed applicants regardless of recruitment ads posted on social media and websites far and near.

When McGehee could not find a licensed applicant to fill this position they turned to the "Grow Our Own Model." Mrs. Chastain was hired under the Act 1240 Library Media Waivers. She agreed to return to school for an additional degree or to complete an additional program of study. However, Mrs. Chastain met the requirements for an Arkansas Ancillary License and agreed to enroll and complete a Library Media Program at the University of Mississippi.

Now for the rest of this success story! Mrs. Chastain has implemented STEM Fridays where students participate in STEM activities in the library every other Friday. Mrs. Chastain has reinvigorated the Accelerated Reading program with a series of monthly challenges. The October Challenge was Harry Potter themed and students earned points in order to catch the Golden Snitch. Starting November 1, the challenge will be "Which Was Better Book vs Movie." There will be 30 different book/movie combinations set up like a basketball tournament bracket. The library/media center has become a bee hive of activity and it starts with this teacher's **passion** for helping students read.

The final example of usage of the Library Media waivers is the Lakeside School District Act 1240 teacher described in detail in question one. This is a young Act 1240 teacher deeply rooted in the community. This teacher is not only impacting the school library media program but also impacting the reading program in the community. This teacher will probably be in the district until she retires. A high starting salary schedule is not the issue with this teacher! The issue is she now has the opportunity to make a difference in the lives of her students and her community.

# DREW Central

Drew Central Schools' Google Survey given to all certified staff on August 24, 2021. 69% of certified staff responded.

How did you obtain your teacher's license?	Have you ever worked as a mentor to a 1240 teacher (non-standard license)?	Do you believe the 1240 program is beneficial? Please explain or share any thoughts you might have about the program.	How beneficial is the local education cooperative to the 1240 teacher preparatory program? 5 is the highest
Standard license	No	I believe that we could not function without the 1240 program. We would consistently have a shortage of teachers if we did not have the 1240 program. I strongly believe that the standard teacher education prepares the students better for teaching. However, we need the 1240 licensure program.	4
Standard license	No	Yes	4
Standard license	Yes	Hands on experience	5
Still working toward receiving license	No	I am not sure, I believe any help, especially to a new teacher, is always beneficial. I have not really had a lot of exposure to the 1240 program, so I don't have an opinion on it.	3
Master's of Teaching program (M.A.T program)	Yes	I am not familiar with the program.	3
Standard license	Yes	Yes I do. I've seen some MAT students that are wonderful teachers.	5
Standard license	No		3
Master's of Teaching program (M.A.T program)	No	Yes. I feel as though a non-traditional teacher gets exposed to more experiences than the traditional. I am non-traditional. I feel as though my undergrad degrees and life experiences has aided in my success of the MAT program.	5



Standard license	No	Yes, hard to find teachers.	3
Standard license	No	Somewhat, I do not believe that the non-traditional routes truly prepare a teacher for the classroom, it is a lot of hoop jumping, especially since they are all online. I have seen the coursework first hand, so I know what the students (teachers) are being asked to do. I do think we need some type of program that is non-traditional because of career changes, but the programs that are in place now do not prepare teachers for the real classroom and then many end up leaving within a few years. We need something, I just think it needs to be a better preparation program than what we have now.	2
Master's of Teaching program (M.A.T program)	No	Yes the program is beneficial.	5
Standard license	No	Yes, I do.	3
Master's of Teaching program (M.A.T program)	No	Somewhat, depends on the teacher.	1
Standard license	No	It has been my experience that these teachers are ill-equipped to be an effective teacher. Many teachers enter this program because they think teaching is easy, they never wanted to become a teacher, just couldn't find anything else to do. This program also discourages people from obtaining a traditional license due to not having to student teach and getting a master's quickly. Our schools are becoming overrun with non-traditional and ineffective teachers.	3

Master's of Teaching program (M.A.T program)	No	<p>It has been many, many years since I was in the M.A.T. program and it has changed drastically. There used to be hourly mentor requirements, teacher requirements and final assessment requirements(Praxis III) that I do not think are in place any more. I do not know if these rigorous checks and balances are in place anymore.</p> <p>I cannot answer the last question, because I do not know how the local education cooperative aids the 1240 teachers.</p>	
Standard license	No	<p>I do not feel that they have the benefit of being in the classroom before actually being a teacher, like college students who go the traditional route. I feel like many who go through non-traditional routes tend to struggle for a year or so before they get into their groove. (Not all) However, going through MAT and having your Masters when finished would have been great!</p>	3
Standard license	No	<p>I believe that the thought processes of creating these programs were beneficial due to lack of teachers; however, many MAT teachers are not prepared to be in the classroom because of the lack of traditional training. A teacher internship and observation course are quality parts of a traditional program for various reasons and I think MAT teachers lose out on so much because of situations like that. In addition, with MAT programs primarily taught as online courses, teachers that go through these programs do not receive the same type of instruction that those in traditional prep programs do. According to research, and as seen over the last two years with COVID, in person face to face is more scaffolding to learners and beneficial to their education. One study stated that even though we live in a technologically advanced world, people still prefer face to face contact as their preferred method of communication which speaks a lot to online programs.</p>	3

Standard license	No	I am not in favor of 1240. 1240 teachers are not properly prepared for teaching.	3
Standard license	No	Yes, I had a mentor when I started and it was so helpful. The extra work was not great but it was wonderful to have someone there that could answer all of my questions.	5
Standard license	No	I believe the standard path is more beneficial than other methods. It prepares the person better for the classroom.	3
Standard license	No	I feel like there are benefits and downfalls to the 1240 program. The experiences that I received from an internship are something I would not trade for the world. I cannot imagine coming into a classroom without at least some experience within the classroom.	3
Standard license	No		2
Master's of Teaching program (M.A.T program)	No	Yes, but I do wish I didn't get my pay docked for going to my own graduation ceremony. I had to miss 2 personal days for my final project presentation and I had to miss a day to take my Foundations of Reading test to be able to obtain my degree and license. After that, I wanted to attend my graduation ceremony, as I was very proud of my accomplishments. I did not know the school would take away my pay for this, since it was a third "personal day." If the school wants to promote cooperation with the 1240 pathway, I wish that they would be more forward that we can't actually take off for degree related matters without losing money. That really hurt and was quite frustrating.	4

Standard license	No	My personal belief is that TEACHERS can teach and never step foot on a college campus. I believe if you have the gift of teaching, it doesn't matter if you have a college degree or one of the alternative methods. The problem for me is that some of the people coming from the alternative methods are not true teachers. Some with college degrees aren't either, but I guess they had more time to make up their minds about teaching. I believe 1240 programs are beneficial, but not always the best answer.	3
Standard license	No	No, teachers with masters degrees on 1240 are getting paid the same as teachers who have worked for 30 Years. How fair is that?	1
Standard license	Yes	If it is done correctly - mentors need to be given time to mentor their mentees and time to observe their classrooms and give feedback in a way that is helpful to the mentees. If it isn't going to be done correctly, it is a waste of time and 1240 teachers are going to get burnt out faster than a match.	3
Standard license	No	yes	4
Standard license	No	I think it can be. I think it is more beneficial for those looking to teach at an upper level, for example someone who has a business degree that's going to do the MAT and teach upper level business classes. I'm not sure how I feel about elementary level. Seems like there are a lot of courses that someone at the elementary level would need that they wouldn't get going through a non-standard avenue of licensure. I could be wrong...honestly I haven't spent a lot of time researching it.	5
Still working toward receiving license	No	I think if used correctly it could benefit everyone.	3
Standard license	No	Yes because it is helping us with the teacher shortage	5

Master's of Teaching program (M.A.T program)	No	I think it is great for people who did not get there undergrad degree in education but it needs a lot of more work on explaining things to people who have never been in education system.	3
Standard license	No	No	3
Standard license	No	No. I may be off here, but I just don't think anybody can do what we do. The education is very important. And for the record, I know nothing about this last question.	3
Master's of Teaching program (M.A.T program)	No	I do believe it is beneficial because it allows you to work towards the profession you want to be in, while offering you the opportunity to get a masters degree at a faster pace. Also, because it allows you to be in the classroom learning as well. A lot of things you learn about being a teacher do not come from the courses. I feel I learned a majority of my skills/ understanding from mentors in my field, and being put into the classroom.	4
Standard license	Yes	Yes, it is beneficial. I feel we get teachers with a content degree that after going through MAT learns to be an excellent "teacher".	5
Standard license	Yes	teachers) around 16-18 years ago by the then Commissioner for ADE that non-traditional licensure was only an emergency stop-gap measure to address an acute state/national teacher shortage. He was on a national commission at the time that was addressing recruitment and retention of traditionally trained and licensed teachers. He told me that he planned/hoped to phase non-traditional licensure out at some point. Now it has become an easy license and an automatic	1
Standard license	No	Yes, it gives schools the opportunity to hire individuals that may not be certified but gives them an opportunity to get their certification. This can be helpful when you don't have certified applicants.	4
Standard license	No	Yes	3

Standard license	Yes		
Standard license	No	Yes I believe this gives individuals an opportunity to become a teacher if they decide this is the field they want to work in.	3
Standard license	Yes	Yes but it is difficult for those who have never taught in a school setting and did not experience an internship, in elementary. My MAT person, had to plan for high school lessons when she was teaching in elementary. A lot of busy work.	3
Master's of Teaching program (M.A.T program)	No		4
Standard license	No	I think there is positive and negative attributes to this program. Positive attributes are when there is a need for highly skilled individuals to train but there are no teachers involved, it gives a pathway to do that. I do think those teachers are at a disadvantage, when they don't have the opportunity to student teach under a veteran teacher. Also I would hope that a teacher that went through the normal channels of education would have an advantage in the hiring over a teacher that had not gone through the normal channels when everything else is the same.	3
Standard license	No	Yes. We have had multiple teachers in our district go through the Act 1240 programs from other degrees, MAT and APPEL. We have had a lot of success with non-traditional degreed people becoming certified teachers. We have a 1240 teacher that is now a education coop specialist, another one that has become a school guidance counselor, and several who are adding additional certifications to their licenses.	3
Standard license	Yes	Yes, it gets us more teachers where needed.	4

Standard license	No	I have no opinion on the matter because I know nothing about it.	3
Master's of Teaching program (M.A.T program)	No	Yes, otherwise we would not have enough teachers.	4
Standard license	Yes	I believe that there are always those teachers that are the exception, but I believe that a 1240 teacher is not properly prepared to be an effective educator. They miss out on vital opportunities and experience that a standard licensed teacher might get. However, I do know that we would not be able to survive without our 1240 teachers.	3
Master's of Teaching program (M.A.T program)	No	I think with every program there are it's benefits and negatives. I think extreme consideration should take place before offering a 1240.	3
Still working toward receiving license	No	Yes, I believe having this option gives opportunities to career and technical service instructors the chance to teach.	5
Master's of Teaching program (M.A.T program)	No	I do feel like the MAT is beneficial. The only downfall is the lack of experience you have going into your first year. I think they should require you to at least have so many observation hours before acceptance.	4
Master's of Teaching program (M.A.T program)	No	Yes. Working while earning a degree was awesome. Not to mention the experiences first hand from class to share back with the program/classes	5
Standard license	No	There may be some instances where the 1240 program is beneficial, but I feel stronger that those individuals get a lot of credit without the years of educational background a college degree gives a teacher. For a person to receive a license under the 1240, I feel they should be required to have a background, or other degree, to enhance the teaching profession.	2
Standard license	No	undecided	3

Standard license	No	No, I feel like they should get any experience and training they need like any other teacher to get their license.	2
Standard license	Yes	Yes only due to the shortage of teachers available. I think that it does not provide the mentor ship that is a real benefit for teachers entering the classroom . Also the novice teacher program that they are required to do is not a help but more of a hinderance for them. It takes them out of their classroom way to much which is even hard for a veteran teacher	3
Standard license	No		4
Master's of Teaching program (M.A.T program)	No	Yes	4
Master's of Teaching program (M.A.T program)	No	I believe that the teachers that went the traditional way are more prepared for the classroom. I worked hard for my teaching degree. Those who decide to get their teaching degree after they have received another degree, tend to feel behind and lost when in a classroom. Getting a degree is hard work, but getting your degree the traditional way, learning the skills to manage a classroom are hard to learn when placed in a room cold turkey.	3
Master's of Teaching program (M.A.T program)	No	I have not heard of the program.	3
Master's of Teaching program (M.A.T program)	No	I do. It saved time and gave me an opportunity to specialize in a content area and then learn about the teaching aspect of my career.	3



Standard license	No	I have very mixed feelings about this program. When a person goes through the standard teaching programs, that take all kinds of "education-based" class in order to prepare for entering the classroom. They also have a time of internship. I don't like the idea that a person can get a general BA and turn around and enter the MAT program with little or no educational background. Then they get paid more than someone like myself, who went the traditional route and busted my tail on all of the course work and research. So it really depends on the person that's being allowed to enter the program.	3
Standard license	No		
Standard license	No	Yes, this program has helped schools fill classes where there are not traditional applicants available. These teachers bring work experience in other fields.	4

## RESOLUTION OF THE DREW CENTRAL SCHOOL DISTRICT BOARD OF DIRECTORS

WHEREAS, the Drew Central School District is a public school district in Drew County in the great state of Arkansas; and;

WHEREAS, the Drew Central School District recognizes that teachers are the greatest single factor in the learning of the students; and,

WHEREAS, the Drew Central School District has enlisted many partners to assist in placing teachers in classrooms; and,

WHEREAS, the Drew Central School District is facing extreme challenges employing licensed teachers for all classrooms; and,

WHEREAS, waivers of certain state laws and administrative rules would allow the Drew Central School District more flexibility in placing teachers in classrooms; and,

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, allows public school districts to petition the State Board of Education for all or some of the school waivers granted to an open-enrollment public charter school that draws students from the public school districts; and,

WHEREAS, Arkansas Virtual Academy is an open enrollment public character school that draws students from Drew Central School District; and,

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts, inclusive of section 15.03 and 16.03; and, Title 6 of the Arkansas Code Annotated, including: (1) Ark. Code Ann. § 6-15-1004; (2) Ark. Code Ann. § 6-17-309; (3) Ark. Code Ann. § 6-17-401; (4) Ark. Code Ann. § 6-17-902; (5) Ark. Code Ann. § 6-17-908; (6) Ark. Code Ann. § 6-17-919; (7) Ark. Code Ann. § 6-25-103, and, (8) Ark. Code Ann. § 6-25-104.

NOW, THEREFORE, BE IT RESOLVED BY THE Drew Central SCHOOL DISTRICT BOARD OF DIRECTORS THAT:

1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Drew Central School District Board of Directors is hereby authorized to request the following waivers from the Arkansas State Board of Education be entered through 2027;
  - a. Section 15.03 and 16.02 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
  - b. Ark.Code Ann. § 6-15-1004;
  - c. Ark.Code Ann. § 6-17-309;
  - d. Ark.Code Ann. § 6-17-401;
  - e. Ark.Code Ann. § 6-17-902;

- f. Ark.Code Ann. § 6-17-908;
- g. Ark.Code Ann. § 6-17-919;
- h. Ark.Code Ann. § 6-25-103;
- i. Ark. Code Ann. § 6-25-104; and;
- j. Any other such waivers as may legally be required and granted by the Arkansas licensed teachers in classrooms.
- k. Standard 4-D.1 Teacher license requirement of Arkansas Law granted to Arkansas Arts Academy
- l. Standard 4-F. 1 Library media specialist licensure requirement of Arkansas law Arkansas Virtual Academy
- m. Ark. Dept. of Education rules governing education licensure granted to Arkansas Connections Academy

2. The Drew Central School District seeks these waivers for July 1, 2022 through June 30, 2027.

3. The Drew Central School District Board of Directors agreed upon this resolution by vote on \_\_\_\_\_, during an open, regularly scheduled meeting.

By: \_\_\_\_\_

Board President

By: \_\_\_\_\_

Board Secretary