



A Message from State Superintendent John Huppenthal

It's hard to believe another year has come and gone. While the Department has made significant progress in many areas, improving customer service has been of particular focus. I am encouraged by the significant upward trend as we measure our customer service levels, while still recognizing there is so much more to be done! We are definitely on the move! In the interests of improving our statewide education system and supporting our schools, charters and districts, I encourage you to continually let us know how we can improve our service to you.

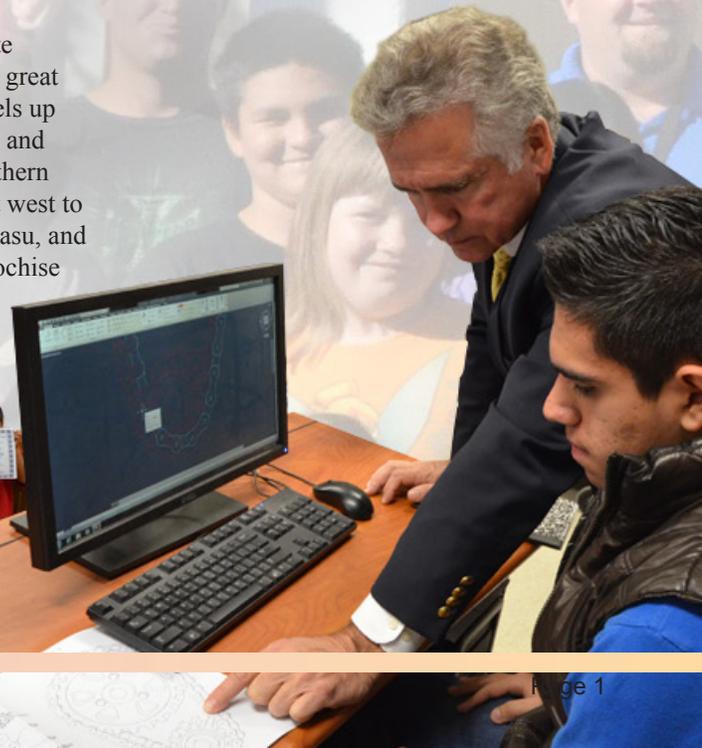
The promise of increased funding that Proposition 204 provided, while a hopeful solution for many, was not the best alternative to fund improvements to Arizona's education system. That Prop 204 failed by such a large margin, attests to its imperfection as a policy direction. However, in its wake, we have an opportunity to work together to reach a consensus and a reasoned approach to bringing adequate funding into our classrooms and supporting our schools, charters, and districts. My pledge to the education community is to work closely with the legislature and the Governor's office during the upcoming session to provide greater funding support to our schools, in a way that creates value for our students and holds schools accountable for the dollars they are given. I have always supported rewarding those who use their funding to its fullest potential in advancing our academic mission.

doubt we have among the best schools and the best programs in the nation. We have a dynamic and competitive education marketplace where parents who seek can find excellent education opportunities for their students.

As I travel the state I have also been struck by the state and federal regulations that are placed on our schools/districts, and the need for my department to take a closer look at how we might relieve some of the regulatory burden our schools endure. In this edition of the newsletter, we highlight ways in which ADE is addressing over burdensome regulations in the News section "ADE's Motto: Knock your Socks Off Service". These regulations, added to the new wave of reforms coming at our educators, such as Arizona's new Common Core Standards, the transition to a new

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The opportunity to tour the state over the last year has given me great hope for our students. My travels up to Monument Valley, Flagstaff, and many of our schools in the northern part of the state; my travels out west to Yuma, Kingman and Lake Havasu, and south to Tucson, throughout Cochise County and other parts of the state, have inspired me. There is no





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assessment, teacher/principal evaluations and 3rd grade retention, (“Move on When Reading”), have placed enormous stress on our state system. Our continued partnership is key in identifying ways in which we can relieve this stress and move student achievement dramatically ahead.

As we enter 2013, I look forward to an even stronger partnership between our schools and districts and my Department. We are here to support your efforts. Let’s make it a great year for us all, as we chart a path of success for all Arizona’s students.

Happy Holidays

John Huppenthal,
Superintendent of Public Instruction



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PROGRESS REPORT

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ADE's Motto: Knock your Socks Off Service!!!!

These are not just words vibrating the air. ADE has undertaken six key initiatives to streamline processes and improve service to our schools/districts/charters/teachers:

Certification

Beginning in the Spring of 2013 ADE will introduce an online certification process. No longer will our teachers and teacher candidates be required to physically appear at the ADE office to complete the certification process. Teachers will be able to access the certification process online from anywhere in or out of the state. We know the teachers who have had to travel a full day from the four corners of the state will appreciate the gas and time savings!

New Online Test Available for Teacher Certification

Teachers now have the ability to access the online National Evaluation Series (NES) from testing centers at various locations around the state. This exam will eventually replace the AEP. The results will be immediately available upon completion of the test, and will have lower exam fees. Another certification efficiency for our teachers!

Teacher/Principal Evaluation Model Pilot

ADE's Highly Effective Teachers and Leaders Division is working with six LEAs on implementation of a pilot project that is aligned with state and federal requirements, will further improve teacher and principal evaluation models, and is adaptable for all LEAs regardless of size or resource limitations. For more specifics, please contact educatorevaluation@azed.gov or 602-364-1842.

New Student Data System—Arizona Education & Learning Accountability System (AELAS)

Who ever heard of 40 day counts and 100 day counts actually completed by the 40th and 100th days? We did. This is just the beginning of some dramatic changes we've made to the efficiency of ADE's data systems. We are still driving a "Model-T" IT system, but at least it is now running 100% of the time. This year and next, with the anticipated support from our legislature, you will see great improvements in our information technology service levels. We have begun to roll out a new data system that will reduce the amount of time it takes for teachers and administrators to research information on their students. In our pilot testing, a teacher from Vail remarked: "It used to take me five hours to compile the data on all of my students at the beginning of the year. Now it only takes me five minutes." This year all teachers will have access to this advantage. We know you will share our excitement as our IT system continues to provide you with more efficient service and more accurate data.

Conferences

Over the years ADE has been offering a wide variety of conferences providing training and networking opportunities for all educators and administrators. Through evaluations we have received from the attendees, we are improving the quality of our conferences so they can be more responsive to the needs of the participants. For a listing of some of our upcoming conferences, visit our online ***Event Calendar***. (<http://www.azed.gov/online/registration/calendar/RenderCalendar.asp>)

Education Advisory Groups

The Superintendent currently has over 20 advisory groups that meet on a bimonthly to quarterly basis to dialog on all things educational. These forums have been fertile ground for many reforms at the Department and in the field. The Superintendent is meeting on a regular basis with District and County Superintendents, Principals and Teachers from across the state. He has also invited students to bring their unique perspectives to the table. A variety of constituencies representing students with special needs, career and technical education, dual language immersion, the arts, ethnic interests, business interests, higher education, and many more have been engaged by the Superintendent. New groups are continually forming. If you have any interest in participating in any of our advisory groups, please contact Sarah Accardi at Sarah.Accardi@azed.gov to determine if there is a group of interest.



PARCC Related Professional Development and Resources: Meeting the Needs of Educators

In just two and a half years, the PARCC assessment will be operational, and we know that educators across the state are working diligently to incorporate Arizona's Common Core Standards and prepare both themselves and their students for the new assessment.

To assist educators, the Arizona PARCC assessment team is developing presentations, professional development units, and resources. This work will be ongoing for the next few years and is designed to give educators the tools they need to feel confident and prepared. Some of the work being done includes:

- **AIMS to PARCC Transition: Demystifying the Assessments.** This presentation was first shared at Mega Conference on November 15. The presentation includes information about AIMS, changes to AIMS, the transition to PARCC, and PARCC updates.
- **ELA/Literacy Formative Assessment: Choosing Appropriate Passages.** This professional development unit will provide teachers with tools to assist them in choosing passages of appropriate complexity for their formative assessments. The unit also covers the basics of evidence based formative assessment development.
- **ELA/Literacy and Mathematics Formative Assessment: Writing Quality Assessment Items and Tasks.** This is actually a set of two separate professional development units designed to give educators the tools and practice needed to create quality assessment items and tasks. Emphasis will be placed on evidence based questions centered on standards, Universal Design, and the

development of PARCC-like items and tasks.

- **Sample AIMS/PARCC Item and Think-through Sets.** The first two Sample AIMS/PARCC Item and Think-through Sets for ELA/Literacy have been uploaded to the ADE website. These sets include a grade appropriate passage and items and tasks that are organized by depth of knowledge (DOK) levels. Items and tasks are aligned to both the ACCS and former Arizona standards. Mathematics AIMS/PARCC Item and Think-through Sets are being developed as well. Expect to see more in the coming months.

On The Road: Arizona's PARCC assessment team reaches out to educators

To spread the word about the transition from AIMS to PARCC, ADE's PARCC assessment team is hitting the road. During 2013, the team plans to visit educators in all five regions in the state. Besides providing professional development related to PARCC and the transition from AIMS to PARCC, the team will also host "town hall" type meetings designed to allay concerns about the transition and to answer any questions that educators may have regarding the new PARCC assessment system.

The team has already scheduled visits to Flagstaff, Show Low, Chinle, Safford, and Bisbee. These visits begin in January and are expected to continue through the summer.

For more information, please visit ADE's [PARCC webpage](#).



Three Arizona Districts Recognized on National AP Honor Roll

A message from Jennifer Johnson, ADE Deputy Superintendent for Programs and Policy

Congratulations to the Glendale Union High School District (GUHSD), Gilbert Unified School District and Higley Unified School District for earning recognition on the national Advanced Placement Honor Roll. To achieve that distinction, the districts had to rank among the top districts in the United States who simultaneously increased the number of students who completed Advanced Placement exams and maintained or increased the performance levels of those students on the exams.

As the recently retired superintendent of the GUHSD, I can attest to the key ingredients needed to build and sustain a successful AP program and am confident that the three honor roll districts share the following characteristics:

- A culture across the district that encourages a wide variety of students to accept the challenge of AP coursework
- A professional staff who possess the expertise and dedication necessary to prepare students for the rigors of the AP program

- A commitment to measure both the enrollment and the success of AP students and to hold schools accountable for both criteria
- A financial commitment to support the AP program, even in difficult budget times
- The alignment of rigorous curriculum throughout the system that adequately prepares students for AP success

It would be easy to achieve success on AP exams by narrowly defining which students have access to those opportunities, and easy to increase enrollment if student success on the exams was not important. To increase both enrollment AND success at the same time, however, is far more difficult, as evidenced by the limited number of districts nationally who have accomplished this. We should celebrate the success of these students, their teachers and instructional leaders. Congratulations to all!

Congratulations to Arizona's 2012 Title I Distinguished Schools Award Finalists

At last month's MEGA Conference, Superintendent Huppenthal recognized the ten statewide finalists for Arizona's Title I Distinguished Schools Award. Of Arizona's 114 Title I Reward Schools, 79 were invited to apply for the Distinguished Award based on high academic performance, high academic improvement, or both. These finalists were chosen from a pool of 54 applicants for an on-site monitoring visit from an Award Committee that consisted of both ADE experts and members of the Title I Committee of Practitioners (COP).

Listed here are just a few outstanding practices that the Award Committee observed while on site visits:

- **Hidden Hills Elementary (Phoenix)** – Incredible evidence of community involvement and extended learning time for all students.
- **Campo Bello (Phoenix)** – Data Room exceeded expectations and included data related to Professional Learning Communities (PLCs), students, and teachers. The school also demonstrated that it is willing to take other schools' students with discipline problems.
- **Santa Fe Elementary (Peoria)** – Spanish immersion and incredible leadership truly stood out.
- **Mary Welty Elementary (Nogales)** – Great incentives for parental involvement and Reading First initiatives for the past nine years (these were very consistent throughout the entire school and all students would receive interventions on a daily basis).
- **Robert Bracker Elementary (Nogales)** – Beautiful campus that focuses on all students' success and continuously strives for more.



- **Francisco Vasquez de Coronado Elementary (Nogales)** – Excellent coordination with other programs and commitment to student success.
- **Mesquite Elementary (Yuma)** – School has an incredible partnership with Marine Corps and the campus culture encourages having fun while learning.
- **Ed Pastor (San Luis)** – includes a Mariachi Band in their curriculum to promote cultural heritage. Very strong in Writing Programs and participates in Odyssey of the Mind.
- **Hulet Elementary (Holbrook)** – School has a committed counselor, excellent Title I reading staff, and fantastic Reading Coaches/Interventionists.
- **AAEC South Mountain High School (Phoenix)** – Student data tracking was amazing and school utilized incredible identification factors and demonstrations with parents to showcase success, no matter how small or big.

We would like to congratulate these outstanding finalists and will be highlighting the two state winners in a *Progress Report* feature upon their return from the National Title I Conference in Washington, D.C. next January.

ADE Student Artwork Competition — Thank You to All Who Participated!

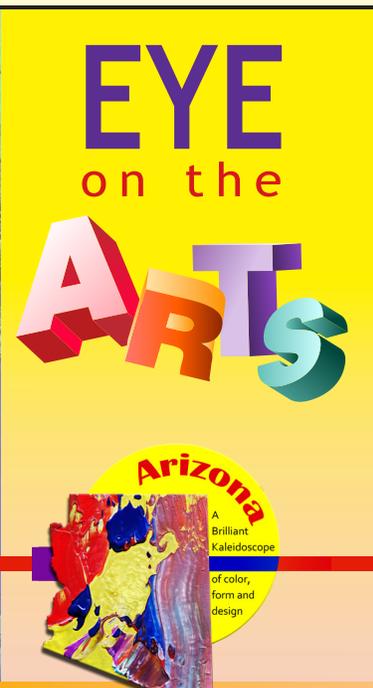
A special thanks to the 19 districts and charter schools that provided the Department with very high quality student artwork entries for the ADE's 2nd Annual Student Artwork Competition. This year's theme, **Arizona: A brilliant kaleidoscope of color, form and design**, prompted some exciting artwork. Students were asked to reflect on the following:

What do you find colorful about Arizona? Its landscapes? Its cityscapes? Its diverse cultures? Its myriad histories? Where do you see form and design at play in our state – from the red cliffs of Sedona to the barrios in Old Tucson? This is an opportunity to expand upon what makes Arizona – its places, its peoples, its history, and its future – kaleidoscopic in nature.

Judges reviewed the artwork on Wednesday, December 5, 2012 and the winners will be announced at a **Friday, January 11, 2013** awards ceremony at the Department's Central Ave. location.

The 56 entries will be framed and displayed in ADE's buildings for the 2013 year! On behalf of the ADE's employees, we thank all of the students who will be sharing their beautiful artwork. We are grateful for the beauty you add to our buildings and are reminded in a very special way that students are our ultimate customers – thank you!

For more information on this year's Student Artwork Competition, please contact Lynn Tuttle, ADE's Director of Arts Education, by phone at 602.364.1534 or by e-mail at Lynn.Tuttle@azed.gov.



Spotlight on Excellence

Each month, ADE will feature an “A” district or charter holder in an effort to highlight some of the best practices they to achieve their success.



In our interview with Dan Scoggin, founding chief executive officer of Great Hearts Academies on November 27, 2012, we learned about what makes Great Hearts “Great”.

How many schools do you operate?

Great Hearts operates 16 schools in the metropolitan Phoenix area. We have six primary schools serving grades K through 5, and ten Prep schools, most serving grades 6 through 12.

How many students do you serve?

We currently serve 6,300 students.

What makes your district’s education experience unique?

Great Hearts Academies is a network of academically rigorous, classical, liberal arts primary, middle, and high schools in the metropolitan area. The Great Hearts network prepares its graduates for success in the most highly selective colleges and universities in the nation as well as to be leaders in creating a more philosophical, humane, and just society.

Great Hearts’ public academies have strong academic outcomes, student moral formation, and comprehensive extracurricular participation. For 2011-12, we had a network-wide AIMS pass rate of 98%, an SAT average of 1838, and an ACT average of 27.1.

Though we are proud of our academic outcomes, they are merely a by-product of our ultimate goal: to graduate great-hearted young men and women who possess a sense of destiny and purpose that is directed to the service of the greater good.

By engaging in an intense and formative dialogue with the Great Books and Ideas of Western Culture, and by conversing with peers and teachers who also seek the truth, students come to understand more fully what it means to be a human being.

What top practices has Great Hearts employed on its way to becoming an “A” LEA?

Core Liberal Arts Curriculum – Requires a common and rigorous sequence of courses for all students with no electives. The sequence in mathematics, science, foreign language, fine arts, and the perennial and timeless humanities exceeds the state standards in duration and content.

- **Academy Ethos** – Students work together. Students create a community of scholarship, leadership, and service in their classrooms, in extracurricular activities, and in their relationships with peers and teachers. Friendships made are marked by a common love of the true, the good, and the beautiful. Students enrich and dignify each other through their work together.
- **Professionally Diverse and Uniquely Qualified Faculty** – Teachers come from a variety of backgrounds, and possess a love of learning and knowledge of academic subject matter. The Socratic approach is used with students. Teaching is aimed at eliciting new thoughts and ideas, not simply at filling students with information. Teachers embrace our vision of community, learning, and leadership.
- **Visible Leadership** – The head of a Great Hearts Academy possesses the virtues of the best teachers and administrators by overseeing all the functions of the school – academic, social, fiscal, and physical. The leadership mentors and collaborates with teachers, and is open to learning alongside students. The Academy’s leadership is a model of collegiality, fairness, clarity, responsibility, and a love of learning.
- **Family Involvement** – Parents are invited to participate in the school’s academic and ethical vision. Parents support and inspire their children to pursue the true, the good and the beautiful. As the central adult role models and teachers in their own children’s lives, parents can apprehend the greater significance of the school’s vision and the long-lasting value of such an education.

For more information on Great Hearts Academies, please visit their website at <http://www.greatheartsaz.org/>

Innovation in Action

Roosevelt Community School – A Vision for the Future Roosevelt School District



Five years ago, Roosevelt Elementary School District held a community brainstorming session to consider what the district could do to support and serve its families for greater student success.

The conversation was troubling. Health concerns like high obesity and diabetes were occurring at alarming rates and many households had little or no access to fresh, nutritional foods. Even if students received a healthy breakfast and lunch at school, they were often not receiving nutritious food at home.

District administrators began working toward a comprehensive solution. Their plan would serve 10,000 students in Roosevelt, and would engage community-based and professional organizations.

Leading the charge was Jim Hemmen, Child Nutrition Services Supervisor for the district. As a passionate advocate for the development of community health and wellness resources, Jim was committed to empowering students and their families with the skills and knowledge necessary to sustain growth and prepare healthy and nutritious food.

“Being able to plant, grow, harvest, prepare, and then enjoy a healthy meal from beginning to end—that’s what a true culinary experience really is,” said Hemmen. “It’s completely different from anything most people have had the chance to be a part of.”

With that idea in mind, and with the support of the district and several community partners, Jim helped purchase and develop Roosevelt’s new Wellness Center. Currently serving the district as a moneysaving food warehouse and distribution center, the Center is a self-funding facility that represents the core of the district’s groundbreaking Roosevelt Community School project.

The Roosevelt Community School is a unique concept that will deliver a diverse range of services, not only to Roosevelt students, but to the community at large. Included in the plan’s

ultimate vision are greenhouses, sustainable farms, community gardens, cutting edge hydroponic facilities, a state-of-the-art commercial kitchen complete with multimedia capabilities, biological research laboratories, health clinics, and an interactive science park, many of which are already in place.

With the Wellness Center, Roosevelt students, families, and community members are flourishing in ways not previously visualized. This Center provides students and families the opportunity to engage in agricultural and culinary career-paths and project-based STEM learning.

Like other schools and districts across Arizona, Roosevelt has felt the strain of trying to deliver excellent learning experiences given the rigorous new standards. “Our core curriculum is so intense that valuable elective classes can be hard to fit into the school day,” said Robert Nickerson, the district’s Executive Director for Student Support Services. “We believe that the Roosevelt Community School will enable our students to explore educational opportunities that may not otherwise have been available to them.”

Momentum behind the Roosevelt Community School has grown steadily since it was first developed, and ADE’s Health and Nutrition Services (HNS) Division has been excited to support the effort in any way they can. “The willingness of the staff at ADE to work with us when we need assistance and the encouragement they have given us throughout this process has been outstanding,” said Hemmen. “We are excited to count them as an ally on this journey.”

Mary Szafranski, ADE’s Deputy Associate Superintendent for HNS, helped arrange a visit to the Wellness Center from USDA Deputy Undersecretary Dr. Janey Thornton, who commented that the program was indeed unique not just to Arizona, but to the rest of the country.

ADE is in full support of this program, and recognizes the great value it is providing to the Roosevelt community.

For more information on the Roosevelt Community School, please contact Robert Nickerson at robert.nickerson@rsd.k12.az.us.





The School Board Monthly

A Message from the Arizona School Boards Association

By Tracey Benson, Director of Communications, ASBA

ASBA: Providing local public education leaders with training, support and services to help students succeed

The Arizona School Boards Association is a private, non-profit, non-partisan organization dedicated to promoting community volunteer governance of public education and continuous improvement of student success by providing leadership and assistance to school district governing boards statewide. ASBA represents more than 1,200 school board members and the approximately 1 million Arizona school children whose education is entrusted to their care.

ASBA is governed by its members through direct action and an elected board of directors comprising four elected officers and 17 county directors—one for each county in Arizona, with two for Pima and Maricopa counties due to their higher populations. All members of the ASBA Board of Directors are current school board members.

ASBA’s work is focused in three key areas:

Training and Resources

ASBA provides member boards with training and information in leadership, governance and issues related to public education. Training is provided at workshops, conferences and events, held throughout the year in locations around the state. Customized trainings for individual boards on a variety of topics, ranging from board-superintendent roles and responsibilities to Arizona’s Open Meeting Law, are available as well. In addition, numerous

training presentations are available on ASBA’s website: www.azsba.org. Extensive resources for those considering running for a seat on their local school board are also available on the website.

Advocacy

ASBA represents the diverse interests of its member boards on issues related to K-12 education and local control of public education through leadership and advocacy in the state and federal legislative, policy and legal arenas. The association also works with individual boards and board members to develop and implement grassroots advocacy efforts. ASBA’s position on issues is based on its political agenda, which is discussed, debated and approved by membership at the annual ASBA Delegate Assembly.

Services

ASBA offers a fee-based model policy service to member boards to help them ensure that they remain in compliance with state and federal law, policy and legal rulings. ASBA provides the template for policy, and works with each subscriber to tailor specific items to best serve the students and staff of the district.

ASBA also offers comprehensive superintendent search services to member boards at rates well below the market average.

To learn more about the Arizona School Boards Association, please visit their website at www.azsba.org.



The Charter School Monthly

A Message from the Arizona Charter Schools Association

We all know Arizona has some incredible people making a difference in our students' lives. Recently, the Arizona Charter Schools Association recognized the top charter teacher, leader and school of the year at our 2012 Annual Conference. These educators have gained the respect of student, parents and their communities. They promote positive school culture and set high expectations for all students.

Please help us congratulate the award winners. *(Photos courtesy of The Studio of Bradford Jones)*

2012 Arizona Charter School of the Year — Phoenix Collegiate Academy



The Academy in Phoenix which currently serves 300 students grades 5-9, prepares students to succeed in college and become leaders in their communities. It focuses on academics and character development. About 96 percent of their students

live in poverty. The school has mandatory enrichment programs including the arts, music, and dance, provided to students at no cost. It also offers a variety of voluntary activities including book clubs and mentorship programs with ASU Barrett Honors College.

2012 Arizona Charter Leader of the Year — Keri Milliken, Tri-City College Prep in Prescott

Milliken leads by example. Her positive attitude and behavior sets the school's tone. Staff is invested in the school because Milliken promotes a team environment and works collaboratively with the teachers to identify and assist struggling students.



2012 Arizona Charter Teacher of the Year — Sheri Jordan, BASIS Flagstaff



Jordan is multi-talented and has over 20 years of experience in research and teaching in neurobiology and human physiology. Jordan is not only a talented teacher, but also dedicated to the school. She volunteers for lunch supervision, study hall, and parking lot duty. One of her students this year remarked, "Ms. Jordan makes the material so interesting that

you don't even realize you are learning."

We are proud of these shining success stories that highlight the best of what Arizona's charter schools are offering.

For more information, please contact the Arizona Charter Schools Association by phone at 602.944.0644 or visit their website at <https://azcharters.org/>.



Government Relations Update

ADE's Government Relations team is busily preparing for the upcoming 2013 legislative session. With the 2012 elections behind us, legislative leadership is now in place. Representative Andy Tobin will remain the Speaker of the House, with Representative David Gowan as Majority Leader and Representative Rick Gray as Majority Whip. Representative Doris Goodale will remain House Education Chair.

The leadership team in the Senate includes veteran legislator Senator Andy Biggs as President-elect, Senator John McComish as Majority Leader and Senator Adam Driggs as Majority Whip. Representative Kimberly Yee was elected to a Senate seat in November and is replacing Senator Rich Crandall as Education Chair. Senator Crandall, who will now chair the Transportation

Committee, has vowed to remain involved in education reform efforts.

In the interest of informing the public as we drive toward our legislative goals for 2013, ADE will soon be posting its legislative agenda on our website. The agenda is currently being finalized with input from stakeholders and ADE staff, and will be made publically available before the end of December.

We have also prepared our FY 2014 Budget Request and posted it to the ADE website. It can be accessed by clicking [this link](#).

For more information, please contact ADE's Government Relations & Policy Development team via e-mail at PolicyInbox@azed.gov.



CTSO Conferences Empower Students with Critical College and Career Readiness Skills

Record Attendance of 10,000 Students Reached at CTE Student Organizations' Fall Conferences

Over the past three months, a record-breaking 10,000+ students attended fall conferences hosted by Arizona's seven [Career and Technical Student Organizations](#) (CTSOs): DECA, Future Business Leaders of America (FBLA), FCCLA, FEA, FFA, HOSA and SkillsUSA. CTSO members and officers from hundreds of schools across the state, schools from as far away as Douglas and Yuma to the south and the Navajo Nation's Window Rock and Tuba City to the north, participated in enriching conference workshops and events.

In addition to trade school, college and university representatives discussing educational opportunities, professionals from myriad industries were in attendance to help students explore the many career pathways available in their fields. Conference workshops centered on two important topics: (1) introducing high school students to post-secondary educational and career opportunities and (2) honing the critical professional skills students need to succeed in college and in the workforce.

While opening and closing sessions focused on inspiring students to succeed beyond high school, the workshops in-between provided informative career- and college-related workshops (such as résumé writing and freshman college survival skills) and job-related demonstrations.

After attending Arizona's fall DECA conference (the largest fall DECA conference in the western US with over 2,200 students in attendance), Dan Brown, Deputy Associate Superintendent of ADE's newly braided Career and Technical Education: School Improvement and Intervention section, soon voiced his enthusiastic support.



"What I expected to see and what I actually saw was different," said Dan Brown. I saw students leading change and finding the next right answer for their life. By their energy and youthful presence, it became clear that these experiences cannot be replaced. These educational and career opportunities help students decide what direction to take in their lives - *amazing.*"

Although each CTSO conference focused on different career sectors, each conference shared a common mission: to empower students with the education, motivation and resources they'll need to reach their full potential as future professionals and leaders.

For more information on CTSOs and the many opportunities they provide to students across Arizona, please visit ADE's [CTSO webpage](#).

State Board of Education Update

Over the last several weeks the Arizona State Board of Education has convened a number of meetings to discuss key issues related to the transition from AIMS to the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments, which are on track for implementation during the 2014-2015 school year. The primary issue is the state's responsibility to ensure students have had sufficient time to learn the new Arizona Common Core Standards before using those new assessments for the purpose of high school graduation. The board is exploring a number of options and is scheduled to take action on many of the transition details at special meeting on Friday, December 14th.

Also, the board is very pleased to announce the hiring of Christine Thompson as its new Deputy Director. Christine was previously the Associate Vice-President for Government Affairs for the Arizona Board of Regents (ABOR). Prior to her work at ABOR she was the Director of Government Relations for the State Bar of Arizona.

For more information, please contact the State Board of Education by phone at 602.542.5057 or by e-mail at StateBoardInbox@azed.gov.

Opportunities and Announcements

2013 Arizona Coordinated School Health Conference

January 31 & February 1, 2013 – Tucson

The Arizona Department of Education's School Health Program would like to invite you attend the Arizona Coordinated School Health Professional Development Institute, which is co-sponsored by the Arizona Department of Education and the Arizona Department of Health Services. The 2013 Annual Coordinated School Health Conference brings together school and community leaders to collaboratively

share Coordinated School Health approaches and other successful strategies in creating healthier students and school communities.

For additional information or to register for the conference please visit <https://destinations-details.com/azcsh2013registration/>.

December 2012 Events

Day	Event
15	Can't You See Me? or TBI-The Invisible Disability (TBI 101) (Northern Arizona)
17	Mega Webinar: NCSC Math Instructional Supports Roll Out (Choose from six regional locations)
18	Menu Planning
	Social Studies Standards Module Training
20	Can't You See Me? or TBI-The Invisible Disability (TBI 101) (Secure Care) (Pinal County)

Happy Holidays

January 2013 Events

Day	Event
8	A Basic Course (ABC's) in Assistive Technology: Reading
	CACFP Business Track
	Phase I AZ Mathematics Common Core Standards 1-Day Administrator Training
	Science Standard Module Training
9	CACFP Computer Track
	CACFP Nutrition Track
10	A+ School Lunch Workshop - RCCI Only
	Close Reading In the Classroom - Arizona's Common Core Standards English Language Arts Phase II
	Educators Evaluating Quality Instructional Products (EQulP Rubric) - English Language Arts
	Educators Evaluating Quality Instructional Products (EQulP Rubric) - Mathematics
	TBI 202: Assets, Assessment and Analysis: Behaviors and Their Management after Brain Injury and Neurological Insult
11	2012-2013 CLAS-E Test Administrator Training
14	2012-2013 Instructional Leadership Boot-Camp (ASU SkySong)
	Building a Strong Early Childhood Assessment System
	Essential Skills & Practice: Developmentally Appropriate Sexual Health / HIV Prevention Education
	Introduction to the Infant Toddler Developmental Guidelines

January 2013 Events *(cont.)*

15	<u>2012 Mathematics Content Academy (Grades 3-5) Phase II</u>
	<u>Drug Impairment Training for Education Professionals</u>
	<u>Introduction to the Infant Toddler Developmental Guidelines</u>
16	<u>Argumentation in Scientific Classroom Discourse Communities: Implementation of Arizona's Common Core ELA Standards for Science and Technical Subjects (Part 2)</u>
	<u>Building a Strong Early Childhood Assessment System</u>
17	<u>Capacity Building Coaching Cohort Y</u>
	<u>Certification for New Meal Pattern</u>
	<u>TBI 303: Contemporary Issues in Brain Injury and Neurological Impairments</u>
	<u>USDA Foods Web-Based Training</u>
21	Martin Luther King, Jr. Day - ADE offices closed
22	<u>Phase I ACCS Teachers 2-Day Teacher Training</u>
	<u>Phase I AZ ELA Common Core Standards 3-Day Leadership Institute Trainer of Trainers</u>
23	<u>2012 Mathematics Content Academy (Grades 6-8) Phase II</u>
	<u>Can't You See Me? or TBI-The Invisible Disability (TBI 101)</u>
	<u>Close Reading In the Classroom - Arizona's Common Core Standards English Language Arts Phase II</u>
	<u>Introduction to the Infant Toddler Developmental Guidelines</u>
24	<u>Advanced Leadership Training Level I: Charting a Course for School Safety</u>
	<u>Advanced Leadership Training Level II: Charting a Course for School Safety - Building a Culture of Competency</u>
	<u>Mapping to the Core: Integrating the Common Core Standards into Your Curriculum</u>
	<u>New Meal Pattern Training II, Implementation</u>
	<u>TBI 303: Contemporary Issues in Brain Injury and Neurological Impairments</u>
	<u>Teaching Strategies GOLD - Two Day Teacher Training</u>
25	<u>21st CCLC School Gardens & Beyond: Incorporating Research-based Curriculum in Gardening and Youth Development</u>
26	<u>Introduction to The Early Learning Standards</u>
	<u>Introduction to the Infant Toddler Developmental Guidelines</u>
	<u>Science Standard Module Training</u>
29	<u>Examining Student Work in High School Life Science</u>
	<u>Pam Weber Harris – Building Powerful Numeracy from Whole Numbers to Ratios in Grades 5-7</u>
	<u>Phase II: ELA - The Close Reading Routine: Building Connected Lessons</u>
30	<u>Can't You See Me? or TBI-The Invisible Disability (TBI 101)</u>
	<u>LRE Programming for Leaders – Afternoon</u>
	<u>Pam Weber Harris – Building Powerful Numeracy from Whole Numbers to Algebra and Geometry in Grades 8-10</u>
31	<u>2013 Arizona Coordinated School Health Conference</u>
	<u>USDA Foods Web-Based Training</u>