

Minutes
State Board of Education
Monday, October 23, 2006

The Arizona State Board of Education held its regular meeting at the Arizona Department of Education, 1535 West Jefferson, Room 417, Phoenix, Arizona. The meeting was called to order at 9:02AM.

Members Present

Mr. Jesse Ary
Dr. Vicki Balentine
Ms. JoAnne Hilde
Superintendent Tom Horne
Ms. Joanne Kramer
Ms. Anita Mendoza
Dr. Karen Nicodemus
Ms. Cecilia Owen

Members Absent

Dr. Michael Crow
Mr. Bill Estes
Mr. Larry Lucero

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

1. **CONVENE AS THE STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION**

- A. Presentation, Discussion and Consideration to Approve the Recommendations of the Career and Technical Education Advisory Committee Relating to the CTE Program List

Motion by Mr. Ary and seconded by Ms. Kramer to convene as the State Board for Vocational and Technical Education. *Motion passes.*

Ms. Barbara Border, Interim Deputy Associate Superintendent and State Director of Career and Technical Education, Arizona Department of Education, presented the process and formula outlined in the materials asking that the SBE approve the recommendations. Ms. Border noted that the formula has been changed as noted in the materials which would then be the basis of the formulas used in these operations. Ms. Border noted that the funding is done from the top to the bottom, the top being where most of the jobs are. In addition, they are recommending that new and emerging programs be added to the list as explained in the provided materials, which would fund at 125% as an encouragement to students.

Motion by Mr. Ary and seconded by Dr. Balentine to approve the proposed modification to the CTE program list as presented. *Motion passes.*

Dr. Nicodemus noted that rural areas have a concern about jobs and Ms. Border stated that many factors were considered in establishing the formula including those mentioned by Dr. Nicodemus. Ms. Hilde asked why the bachelor's degree was eliminated and Ms. Border responded that most CTE training is done at the associate level.

2. **ADJOURN AS THE STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION AND RECONVENE AS THE STATE BOARD OF EDUCATION**

Motion by Ms. Mendoza and seconded by Mr. Ary to adjourn as the State Board for Vocational and Technical Education and reconvene as the State Board of Education. *Motion passes.*

3. **BUSINESS REPORTS**

- A. President's Report

Ms. JoAnne Hilde reported that this past Thursday/Friday she represented the SBE at the WestEd meeting in California. Ms. Hilde stated that Mr. Richard Rothstein spoke at the meeting about his

book "Class and Schools" which she will loan to members in addition to providing an executive summary of the book. Ms. Hilde noted that Mr. Rothstein emphasized that the following are systemic issues, from the community as a whole:

- the impact of children in poverty as they move into the public school systems
 - these are areas that educators and policy makers need to be aware of
- improving student achievement

Ms. Hilde added that Mr. Rothstein is an economist who has addressed these needs in his book. Ms. Hilde encouraged the SBE to bring Mr. Rothstein to Arizona sometime in the future to help build awareness.

In addition, Ms. Hilde met with WestEd staff to develop a framework for how we look at raising the standards for high school graduation rates in Arizona including:

- considering what we have now and what needs to happen around these issues
- understanding what it takes to put all the support systems in place, including assisting staff
- providing linkage to teacher training programs, etc

She added that a master training program will be presented to the SBE in January 2007.

Ms. Hilde noted that she and Mr. Yanez met with representatives from ASBA, ASA, ASBO, and other Arizona school officials about what role they play in financial accountability in school districts and what role they could play in preventive, renewals, as well as building awareness of local school boards' responsibility in fiscal accountability. She added that further meetings will be held and a formal synopsis of these meetings will be provided.

Ms. Owen arrived at 9:21AM during the preceding discussion..

B. Superintendent's Report

Superintendent Horne gave recognition to the School Effectiveness Division. The full statement is included in the materials packet:

C. Board Member Reports

Mr. Ary provided copies of two articles from the Arizona Criminal Justice Commission which are included in the materials packet, noting that this information may relate to the investigative cases that are presented to this Board each month. Mr. Ary noted that this data was provided in support of a comment made to him that this Board does not always get the complete criminal history of the cases presented due to the fact that the databases are not all linked. Mr. Ary asked if this issue could be brought to a sub-committee and/or to the President to consider joining this group.

Mr. Vince Yanez, Executive Director, responded that he would like to discuss this with the Fingerprint Board, which the SBE partners with, and if further action is warranted he will bring this to the Board at a later date.

Ms. Mendoza reported that she attended the Southern Arizona Association for Early Childhood Education conference partnered with the University of Arizona, noting that the earlier we intervene and the earlier we can get enriching activities into the lives of young children the better chance we have of bringing them up to grade and proficiency levels. Ms. Mendoza encouraged consistent attention in this area.

Ms. Mendoza also attended the Creative Curriculum presentation on an early childhood assessment, an excellent tool with good use of technology. Ms. Mendoza noted that several who attended were surprised that the assessment tool was so strongly linked to the curriculum and noted that some may be choosing the assessment tool when they are not using the corresponding creative curriculum.

In addition, Ms. Mendoza attended a Pima County Superintendent meeting, which was centered on development of the regional center, with some special interest in charter schools' needs. Ms.

Mendoza noted that this will be very helpful to all including charters. Ms. Mendoza added that most of the concerns were still linked to the ADE in the areas of communications, trainings, financial and audit preparation.

Ms. Mendoza will attend the Breaking Ranks Conference in Washington, DC, representing SBE but her trip will not be funded by the SBE.

Dr. Nicodemus stated that she attended the Middle Schools Literacy Conference regarding Reading, through the National Governors' Association, which clarified the potential success of a child as they move through the educational system. Dr. Nicodemus noted that they are trying to work together to create ideas from a state approach, to develop a better understanding of the implications of Reading programs in terms of the research that has taken place but also to realize that this is an important time to realize the urgency for action and the need to recognize its importance.

D. Director's Report and Possible Legal Action

1. Status of Inquiry into Finances of Red Mesa USD and the Maricopa County Accommodation School District

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, noted that last month during discussions regarding USFR non-compliance, Superintendent Horne requested that an investigation be initiated into the finances of the district to determine whether or not it would be appropriate to appoint a receiver for that district. Mr. Yanez reported that at that time the SBE was made aware that staff would provide an update as to the procedures that are going to be used to facilitate the request. Mr. Yanez added that in the interim, the Superintendent received a letter from the Maricopa County Board of Supervisors which alleges that the Accommodation School District in Maricopa County is also insolvent and requested that the SBE conduct a review of that district's finances. Mr. Yanez outlined the procedures that will be used in both cases:

- A.R.S. §15-103 states that the SBE shall review allegations of school district insolvency and mismanagement
- Attempt is to keep the procedures as close as possible to what was done in the Colorado City matter
- Investigations will be conducted jointly by the Attorney General's Office and the ADE
- Ms. Jennifer Pollock, Assistant Attorney General, will be involved in this investigation
- If a petition is filed, Ms. Pollock will serve as the prosecutor
- Legal advice for the SBE regarding the receivership matter will come from the Solicitor General's Office, Mr. Christopher Munns
- When the investigations are complete (both treated separately) the SBE will determine whether or not there is sufficient evidence to demonstrate whether the district is insolvent or grossly mismanaged
- At that time a petition will be filed and a proceeding will be scheduled before the SBE
- SBE is judge/jury in these types of situations
- SBE will not receive further information until the formal presentation of the facts which could take at least 2-3 months

Dr. Nicodemus asked if in advance to a hearing, a settlement agreement could be negotiated and Mr. Yanez noted that this is a possibility.

Ms. Owen mentioned that she had information from Dr. Dowling regarding school records and wondered if the results of an upcoming audit may influence the possibility of the SBE's further action. Mr. Yanez stated that the case brought by law enforcement is a separate matter and that information from that investigation may not be available to the SBE. He added that all areas will be thoroughly explored by the Attorney General's Office and the ADE. Ms. Hilde clarified that SBE

members should not talk to people who are involved in these cases and that members need to make sure they do not have further involvement.

Ms. Jennifer Pollock, Assistant Attorney General, confirmed this statement, noting that while in the process of determining whether or not to proceed with an investigation, the role of the SBE would be as a quasi judicial body and members should not receive any information related to the case but should turn all information over to the ADE or to Ms. Pollock.

2. 2007 State Board Meeting Dates

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the proposed meeting dates for 2007, noting that Board rule calls for meetings on the fourth Monday with the exception of July and November.

Dr. Nicodemus asked if the SBE will consider some meetings in outlying areas and Mr. Yanez noted that this will be considered as future meetings are planned.

3. Other Items as Necessary

Ms. Hilde noted that Dr. Vicki Balentine requested that Dr. Kamerzell, Superintendent, Catalina Foothills School District, be allowed to address the SBE.

Dr. Kamerzell's statement, which is included in the materials packet, requested that the SBE consider a modification to the state testing system, specifically a change to how the AIMS high school math subtest is administered, and whether or not calculators could be allowed without penalty.

Ms. Mary Lou Richardson, President, Catalina Foothills School District Governing Board, reiterated Dr. Kamerzell's request noting that all schools in the district have been rated as excellent and that the best interest of the students is primary. Ms. Richardson noted her frustrations and the students/parents heartache in realizing that 14 students' method of learning caused the school to be labeled as failing. Ms. Richardson asked the SBE to consider making the requested adjustment.

Ms. Hilde noted that this investigation has already begun and that this will be an item to be discussed at the December meeting.

Dr. Nicodemus asked if this issue could also be approached by the Special Education Advisory Panel (SEAP).

Ms. Mendoza thanked the district for bringing this to the SBE's attention noting that there are also other accommodations to be considered, including certain software programs, forms of Braille allowed for blind students, etc.

4. GENERAL SESSION

A. Presentation and Discussion Regarding the Governor's P-20 Council and Adopted Vision Statement

Ms. Becky Hill, Education Policy Advisor, Office of the Governor, added a comment in response to Dr. Kamerzell's presentation, noting that the use of assistive technology in the workplace is a critical issue and that hopefully the SBE will find a way to integrate this appropriately into the classroom. She noted that when students are using a needed accommodation which is provided by law, the student/school/district should not suffer. Ms. Hill added that the Governor has been clear on this issue.

Ms. Hill presented the information from the P-20 Council via PowerPoint Presentation which is included in the materials packet. Ms. Hill outlined the five areas of focus:

- Alignment to ensure life-long learning opportunities
 - Education
 - Economic
 - Opportunity
- Create vehicles for students to achieve the new graduation requirements

- Ensure student success through parent and student support
- Increase teacher capacity and supply
- Build a robust assessment system and expand data capacity

Ms. Hill noted the P-20's recommendation of offering Algebra I by the 8th grade in an effort to better prepare students.

Superintendent Horne commented in response to this report and to the staff of Catalina Foothills School District regarding the use of calculators:

- State Board ruled several years ago not to allow calculators
- Cost of school or state-provided calculators is also a factor to be considered

Mr. Horne also pointed out the following:

- It was clear that special education students could use calculators if this was on their IEP
- Standard accommodation does not affect the results of the test
- Non-standard accommodation does affect the result which includes using calculators, dictating to a scribe, having the test read to the student, etc.
- Federal government counts special cases, i.e. person with no arms who must dictate to someone, as non-standard
- Federal government audited last year and did not allow these accommodations
- If the federal guidelines are not followed funds are withheld
- Until federal government changes its position, ADE is obligated to follow the guidelines to avoid fines

Mr. Horne pointed out that he wrote a letter to the Chairman of the House Education Committee in Congress regarding out-of-level testing imposed by the federal government and stated that the solution rests with Congress but they are acting unreasonably as they are under pressure from special groups. Mr. Horne added that he will continue to ask and invited the Governor and the Catalina Foothills School District personnel to join in this effort. He encouraged people to continue working with their representatives on this issue, as well.

Ms. Hilde noted that the issue regarding calculators should come back to the SBE for further consideration.

Dr. Nicodemus commented, as a member of the P-20 Council, that the Council's work is impressive and noted that only 1.6% of the high paying jobs in the future will be available to those who have only a high school education. Dr. Nicodemus noted that the issues brought up today should be looked at by the SBE in working toward giving everyone a chance to be their best. Ms. Hill confirmed that the larger percentage of future jobs will require a college degree.

Ms. Hilde suggested a future study session to dialogue around each area discussed in today's presentation.

B. Presentation and Discussion Regarding the Arizona Scholars Initiative

Ms. Mary Wolf, Project Manager, ABEC, presented an update from the Arizona State Scholars Initiative, which is included in the materials packet. Ms. Wolf stated that 91 schools in Arizona are involved in the Arizona Scholars Initiative and about 50,000 high school students are now being encouraged to take a more rigorous course of study in high school. She noted that by next fall the expectation is to bring all Pinal and Pima County superintendents and districts on board, which will then include over 87,000 high school students that will be encouraged to take this rigorous course of study. Ms. Wolf added that CTE directors are strong supporters of this initiative. In addition, Ms. Wolf noted that the ABOR has granted \$75,000 to cover some of the administrative costs of the initiative and additional avenues of funding are being explored by ABEC.

Ms. Therese Rainwater, National Director, State Scholars Initiative, praised the phenomenal growth that the Arizona State Scholars Initiative has had. Ms. Rainwater talked about their mentor program which helps the business community talk with students about why rigor matters, and supports

teachers and counselors in their efforts to help students think about their future job skills. Ms. Rainwater emphasized the core course of study stating that the past won't look like the future and she encouraged alignment with the national SSI course of study, physics. Superintendent Horne noted that the lack of physics teachers can be alleviated with some summer alternative pathway coursework offered by the ADE in order to be certified.

Dr. Nicodemus noted that innovative ways need to be looked at in order to solve the problem.

Ms. Rainwater noted that one rural county in another state was able to schedule one physics teacher to serve three districts. She added that they are working on finding virtual high school courses that work for students who don't have access any other way, while maintaining program integrity. Ms. Mendoza suggested that schools might look at county superintendent offices as another resource. Ms. Karen Paulson, National Center for Higher Education Management Systems, reiterated the importance of data and added that this could be looked at as an opportunity or an occasion to start looking at these specific issues:

- Whether there is only paper transcripts
- How this information can be transferred into an electronic format
- How to write an algorithm that actually pulls out what is useful to the superintendent, principal, counselor, etc.

Ms. Paulson pointed out that ongoing meetings with ADE staff are being planned.

Ms. Wolf noted that the growth is due to the involvement of many leaders in the area and that this information is constantly being shared with students/parents/administrators.

- C. Presentation, Discussion and Consideration to Accept the Recommendation of the Professional Practices Advisory Committee to Approve the Proposed Negotiated Settlement Agreement and Place a Letter of Censure in the Permanent file of Mary Christensen, Case # C-2004-180

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, stated that this case has been delayed as requested by Ms. Christensen's attorney.

Motion by Dr. Nicodemus and seconded by Ms. Kramer to table this item until next month. *Motion passes.*

- D. Presentation, Discussion and Consideration to Accept the Recommendation of the Professional Practices Advisory Committee and Deny the Applications for Certification for the Following Individuals:

1. Karleen Odendahl, Case # C-2005-146

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the information provided in the materials packet.

Motion by Dr. Nicodemus and seconded by Ms. Kramer to accept the findings of fact, conclusions of law and recommendation of the PPAC to deny the application for certification for Ms. Karleen Odendahl due to the application being substantively incomplete. *Motion passes.*

2. Jo Savage, Case # C-2006-020 R

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, noted that Ms. Savage has withdrawn her request for certification.

3. Leslie Vargas, Case # C-2005-161 R

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the information provided in the materials packet.

Motion by Ms. Kramer and seconded by Mr. Ary to accept the findings of fact, conclusions of law and recommendation of the PPAC to deny the application for certification for Leslie Vargas due to the application being substantively incomplete. *Motion passes.*

4. Anthony Verde, Case # C-2005-120 R

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the information provided in the materials packet.

Motion by Ms. Mendoza and seconded by Dr. Nicodemus to accept the findings of fact, conclusions of law and recommendation of the PPAC to deny the application for certification for Mr. Anthony Verde due to the application being substantively incomplete. *Motion passes.*

E. Presentation, Discussion and Consideration to Accept the Recommendation of the Professional Practices Advisory Committee and Grant the Applications for Certification for the Following Individuals:

1. Dennis W. Burns, Case # C-2006-068 R

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the information provided in the materials packet.

Motion by Dr. Nicodemus and seconded by Mr. Ary to accept the findings of fact, conclusions of law and recommendation of the PPAC and approve the application for certification for Dennis W. Burns. *Motion passes.*

2. Russell Earl Kendall, Case # C-2006-067 R

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, noted that Mr. Kendall has requested that this case be postponed until next month.

F. Presentation, Discussion and Consideration to Approve Passing Scores for the AEPA Early Childhood Professional Knowledge and Early Childhood Subject Knowledge Exams

Ms. Jan Amator, Deputy Associate Superintendent for Highly Qualified Professionals, Academic Achievement, Arizona Department of Education, presented the information provided in the materials packet and explained the impact data based on an “n” of 51. Ms. Amator added that these exams were developed to coordinate with the early childhood certificate and endorsement. Ms. Amator reported that Arizona Early Childhood teachers and professors who were involved in the test development and recommendations of passing scores represented:

- Morenci SD
- Fort Huachuca Accommodation SD
- Gadsden SD
- Pioneer Valley USD
- Kayenta SD
- Flagstaff USD
- Grand Canyon University
- Rio Salado Community College
- Pima Community College
- Mesa USD
- Central Arizona College
- Florence USD
- Peoria USD
- Tempe ESD
- Governor’s Office of Children, Youth and Family
- ASU
- Bullhead ESD
- Isaac ESD
- Scottsdale ESD
- Prescott College

Ms. Amator noted that the panel recommended approval of 5 for the constructive response and 53 for the multiple choice portion.

Ms. Kramer asked about the reliability when only 54 took the test and Mr. Marty Karlin, National Evaluation Systems (NES), noted that the test was administered on September 16 and that the process used in setting the cut score is done before a test is ever taken. He noted that the information is supplied to the Arizona Educator Advisory Committee following administration of the test.

Dr. Nicodemus referred to information in the materials which shows 80 items and asked about the consistency between this item and the following agenda item regarding Economics.

Mr. Karlin noted that it is tied to the level of knowledge required for an entry-level teacher in Arizona and the bar is set for each item by each committee, looking item-by-item and then adding up the scores.

Further discussion ensued regarding the pass rate analysis and how these relate in the varying ways they are presented.

Mr. Karlin stated that the SEM is usually about 4 items in these instances and the panel-based passing score can be adjusted. He added that when comparing the observed score to the passing score, a true positive as opposed to a false positive where the participant may have guessed, an adjustment in the cut score can be made to decrease the possibility of a false judgment.

Ms. Hilde asked how setting this passing score figures in when determining passage. Ms. Amator reiterated that when the standard setting was started the teachers on the panel took the early childhood test and then graded them. She noted that for each of the test questions, the teachers were asked what percentage of beginning, entry-level teachers would get each question right and each person on the panel went through each question making this judgment. She noted that NES then collected all this data and came up with a pattern. She added that if there was a skew, each teacher had the opportunity to consider whether or not they wanted to adjust their decision.

Dr. Balentine asked what steps would have been taken to match the participants' opinion and Mr. Karlin responded that the median value is looked at rather than whether all panelists are reliable among themselves. He noted that the differences from field to field are most likely due to opinions of the participants and that they are not looking for common judgment across fields.

Dr. Balentine noted that this might be a good way to validate the test takers and Ms. Hilde asked if the consistency can be reaffirmed. Mr. Karlin noted that the SBE can ask that the passing scores/rates be reviewed periodically; keeping in mind that the passing rates may not be the same as teacher preparation programs are changing over time.

Ms. Hilde noted that this is a scientifically-based sampling, that she understood how it is an acceptable process, and asked if there is a systematic way that NES goes back to re-confirm that there is a consistency in test scores to maintain this passing rate. Mr. Karlin responded that the SBE can request NES to do a review on some periodic basis, but that the passing rates are not necessarily expected to stay the same because the teacher preparation institutions are constantly improving their pass rates.

Ms. Mendoza asked what the elementary proficiency test is and Ms. Amator responded that this could be researched and provided.

Motion by Dr. Balentine and seconded by Ms. Kramer to approve the passing scores for the AEPA Early Childhood Professional Knowledge and Early Childhood Subject Knowledge Exams. *Motion passes.*

G. Presentation, Discussion and Consideration to Approve Passing Scores for the AEPA Economics Subject Knowledge Exam

Ms. Jan Amator, Deputy Associate Superintendent for Highly Qualified Professionals, Academic Achievement, Arizona Department of Education, presented the information provided in the materials packet noting it could be very expensive for a teacher to be highly qualified and this is a way for economics teachers to become highly qualified fairly easily, using Title IIA funds.

Superintendent Horne noted that the question of economics as part of a required course will be brought to the SBE, possibly in January, and he recommended that this item be postponed at this time.

Ms. Hilde noted that the field has a strong sense about the difficulty in finding teachers, even before the highly qualified requirement was put into place, so there will be a significant issue around this requirement.

Motion by Dr. Nicodemus and seconded by Mr. Horne to table this item. *Motion passes.*

Mr. Yanez asked for clarification for those individuals who are currently taking the test in the interim period and Mr. Horne noted that a delay from now until January or February won't affect them because the need to send the home letters has already passed.

Mr. Yanez noted that the teacher would then not receive the endorsement on that participation index, and the scores will be held until the SBE actually sets the score.

Ms. Amator noted that they have to have a score in order to pass Economics to be highly qualified, so giving a good faith effort would not satisfy the feds; teachers have to fill out the attestation as to whether or not they are highly qualified within the first four weeks of school and if they are not highly qualified a letter has to be sent home, if they are in a Title I school, stating that the teacher is not highly qualified, and this is now well beyond the four weeks. Ms. Amator noted that this is keeping those teachers in an "out of field" status for several more months, but the report is not required until next August. She estimated that this is not a significant number of teachers.

Dr. Balentine noted that if the district provides the funds, there is no out-of-pocket expense to the teacher. Ms. Amator noted that the Highly Qualified status must be a priority for the district to use Title IIA funds. Dr. Balentine clarified that there may not be funding from the district if the amount of funding available to districts is insufficient for these matters.

The Board moved to the "Call to the Public" at this time.

H. Presentation, Discussion and Consideration to Initiate Rulemaking Procedures for R7-2-613 and R7-2-619, Relating to Certification Reciprocity and SEI Endorsements

Mr. Vince Yanez, Executive Director, Arizona State Board of Education, presented the information provided in the materials packet, noting that this will provide a one-year waiver to allow teachers to teach in Arizona while working on the other relevant Arizona requirements for teacher certification.

Mr. Yanez outlined the following:

- In 2004 the SBE adopted additional rules related to the SEI Endorsement
- This endorsement is required for all individuals effective August 31, 2006
- Because the rules for reciprocity pre-dated the SEI endorsement rules there was no provision allowed under the reciprocal certificate to waive that SEI endorsement for a period of one year
- Result is that individuals coming from out of state cannot receive a reciprocal certificate any longer because there is no life requirement in other states
- Today's rule package would amend R7-2 613 related to SEI Endorsement and R7-2-619 related to teacher reciprocity to provide that one-year waiver
- This does not eliminate the requirement for the SEI endorsement but allows an individual moving from another state to waive the 45-hour requirement for one year in order to make the transition to teach in Arizona
- Provisional Endorsement still exists
 - This is the general requirement for a new individual coming into Arizona which requires 45 hours
 - This is good for three years and within that three years the individual is required to complete an additional 45 hours for a total of 90 hours
 - Once 90 hours are completed the person would receive the full SEI Endorsement
- Full Endorsement

- After August 31, 2006 the requirement for a provisional is 45 hours and for full endorsement is an additional 45 for a total of 90
- Prior to August 31, 2006 there was, and still is, a 15 hour provisional certificate
 - The rule states that a person who is certified on or before that date only needs to meet the 15 hour requirement for a provisional endorsement
 - After August 31, 2006, the rule clearly indicates that a person must meet the 45 hours for a provisional and an additional 45 hours for the full endorsement
 - Number of people using the 15 hour provision after August 31, 2006 is minimal

Ms. Mendoza asked if there was a timeframe to meet the additional hours and Mr. Yanez responded that a person has to have a valid endorsement at all times, which is issued for 3 years, and after 3 years they have to prove that they have completed the 45 hours, which could happen within the certification period.

Mr. Yanez added that the ADE is in the process of collecting data as to how many teachers have completed the necessary requirements to date. Ms. Mendoza asked if the teachers were responsible for providing the 15 hour documentation to their district to satisfy the requirement and noted that there may be teachers who have done this but have not applied for the provisional certification through the ADE. Mr. Yanez responded that the rule states that the SEI endorsement is within the endorsement category of all other certificates and those endorsements fall under the standard requirements for teacher certification which means that those endorsements are treated as all other endorsements and should be issued and listed on the individual certificates. Mr. Yanez added that because there was some confusion in communication with the field, the ADE is working with all districts and charter schools to compile data on all who have completed the SEI training, provisional or full, so that that endorsement can be added within the ADE's current records.

For further clarification Ms. Pollock reiterated:

- There is only one provisional endorsement
 - If certified before August 31, 2006 15 clock hours are needed for a provisional endorsement
 - If certified after August 31, 2006, 45 clock hours are needed for a provisional
- For a full endorsement 90 clock hours are needed if certified after August 31, 2006

Dr. Balentine commented that the field fairly well understands this delineation but the issue is the individual attestations that must be collected, which is very paper intensive.

Mr. Yanez noted that moving forward the endorsement will be on everyone's teaching certificate which should alleviate some of the paper issues.

Dr. Nicodemus asked if this is significantly different coursework for the teacher and Mr. Yanez responded that the curricular framework presented to the SBE immediately after the SEI rules were adopted now has 60 hours and to comply with the new 90-hour requirement 30 hours need to be added to that framework so that individuals know exactly what the expectations are for the total of 90 hours. Dr. Nicodemus asked if this would fall under the purview of the ELL Task Force, which is under the SBE and Mr. Yanez noted that this is strictly a SBE issue. Superintendent Horne noted that the SBE approves the people that give the courses and the ADE will determine the quality of the courses and recommend those courses that are of high quality to be approved by the SBE. Dr. Nicodemus asked whether providers that are presented to the SBE for approval have been screened and Mr. Horne confirmed that this is the case.

Ms. Hilde noted that people who took the 45-hour class only prior to August 31, 2006 will only need an additional 15 hours now as they come under the original group. Therefore, the 15-hour class will stay in existence for the next three years for these people. Mr. Yanez clarified that most of the institutions are providing SEI training of 3 credit hours, which is 45 hours, and in order to get initially certified, a person has to have a provisional certificate, so if that person received the

provisional prior to August 31, 2006, then they only need 15 hours to receive that provisional. Mr. Yanez added that they then have 30 hours banked toward their full endorsement. Ms. Hilde noted that this message should be made clear to teachers and providers. Dr. Nicodemus noted that this seems to be something that would be received favorably by districts in terms of reciprocity and dealing with out-of-state certificates but further clarification regarding any unresolved issues would be helpful. Motion by Dr. Nicodemus and seconded by Ms. Kramer to initiate rulemaking procedures for R7-2-613 and R7-2-619 relating to certification reciprocity and SEI Endorsements, and to schedule a public hearing at the discretion of the Board's Executive Director. *Motion passes.*

The Board broke for lunch at 12:01PM and reconvened at 12:40PM.

I. Presentation and Discussion Regarding the Acceptance of Out-of-State Proficiency Exams for Teacher Certification

Ms. Jan Amator, Deputy Associate Superintendent for Highly Qualified Professionals, Academic Achievement, Arizona Department of Education, presented the information provided in the materials packet. Ms. Amator reminded members that the SBE has the authority to accept out-of-state tests and that this could be a way to balance teacher shortage. She noted that the SBE may want to require a course-by-course match to accept out-of-state exams and that this applies to certification only. Dr. Nicodemus asked if the probationary status, which is 3 years, allows time in which to identify proficiency. Dr. Balentine stated that this is a good effort to move forward and asked where a transfer would fit regarding the previously discussed SEI reciprocity issue. Ms. Amator responded that they would be treated as if they were from Arizona in this regard. Ms. Hilde asked to hear NES state that the test comparisons line up state-by-state including rigor. Ms. Owen asked if there is a crosswalk/matrix showing performance objectives and Ms. Mendoza suggested looking at the passing rate of the two tests. Mr. Horne noted that it is expensive to look at every test but the recommendation is to trust and accept other states' tests. Ms. Amator noted that this might be a measure of equivalency, with rigorous measured tests for core subjects, and then it would be a true acceptance rather than reciprocity. Mr. Ary noted the definition of "critical" is necessary and if the shortage is critical, an emergency is declared and exceptions are made to meet the need. He noted that we need to make sure not to make this too complicated. Ms. Hilde noted that if 50% of teachers hired in Arizona each year are transferring in and we still have a shortage, this seems like a step we need to take. Ms. Amator stated that they will draft rules with Mr. Yanez for presentation at a subsequent meeting.

J. Presentation and Discussion Regarding Highly Qualified Teacher Reciprocity

Ms. Jan Amator, Deputy Associate Superintendent for Highly Qualified Professionals, Academic Achievement, Arizona Department of Education, presented the information provided in the materials packet noting that verbal agreement was received from the feds to continue using the HOUSSE rubric for one more year. She noted that if a teacher comes from out of state and is highly qualified in their previous state, permission is needed from the SBE to ask the teacher to provide documentation of the highly qualified status and allow Arizona to accept this as highly qualified. Ms. Mendoza clarified that to teach in a charter school a state certification is not required, but a highly qualified status is required by NCLB for all teachers. Ms. Amator explained that HOUSSE rubrics are developed by each state but in all of our revised plans, which were due July 9, 2006, Arizona's HOUSSE is considered to be less than rigorous. Ms. Hilde noted that whatever is decided regarding this issue will also impact reciprocity. Superintendent Horne responded that if a test is passed in another state, that test and cut score was approved by the federal government so even if their test is not as good as ours, we know we are in compliance with federal requirements by accepting the highly qualified designation. Ms. Amator

added that the federal monitoring team insures that the test is rigorous and technically aligned to the state's standards. She added that early childhood won't be impacted because highly qualified is not required except for special education teachers or teaching in grades 1-2. She noted that NCLB focuses primarily on the rigor of content knowledge. Ms. Mendoza asked for a definition of rigor and Ms. Amator stated that a classification of rigor is accepted by the monitoring teams and the teams simply state whether the tests are rigorous or not.

Ms. Amator also noted that some states have established a rigorous HOUSSE that will eventually sunset and if we don't have reciprocity after this year, we could not accept an out-of-state HOUSSE. Mr. Horne noted that between this Board and the Legislature, we can determine what qualifications we want our teachers to have notwithstanding that a school district might want to hire them but if the SBE says they are not certified they could not be hired. He stated that highly qualified is a federal imposition and the goal is to make this as easy as possible.

Ms. Amator stated that this is to maintain high quality in Arizona but to remove barriers and assist in getting teachers into the classroom as quickly as possible.

K. Presentation and Discussion Regarding the Arizona High School Renewal and Improvement Initiative Update

Dr. Karen Butterfield, Associate Superintendent, Academic Achievement, Arizona Department of Education, introduced the item noting their online survey that has been available for several months and asked Ms. Daly to present the information.

Ms. Maxine Daly, Deputy Associate Superintendent, Innovative and Exemplary Programs, Academic Achievement Division, Arizona Department of Education, presented the update via PowerPoint Presentation included in the materials packet.

Superintendent Horne noted that the philosophy of the direction chosen by the ADE in these efforts provides direction for high schools to make improvements.

Dr. Nicodemus suggested that community colleges should discuss whether they would be willing to offer tuition scholarships for the first two years and see if ABOR would offer tuition provisions for those who qualify for the following two years, especially in the rural areas where the state universities are not present. Mr. Horne responded that this was an excellent idea that should be discussed further.

Dr. Nicodemus also noted that there are still some major systemic changes to be considered that may fall between the work of the P-20 Council and the ADE:

- how many schools have a 4-day school week
- how many students meet requirements
- performance objectives aligning with college preparation
- how does GED align with high school graduation expectations
- data collection shared within the higher education institutions

Mr. Ary stated that he was pleased with the aggressive goals but is concerned about:

- how to align what ADE is doing with P-20
- whether it is time to find the ability to bring these issues together
- what is the definition of the term rigor
- can high school reform and P-20 be considered the same

Superintendent Horne stated this presentation will be made to the P-20 Council in the near future and that the federal guidelines also influence what is considered rigor. He noted that ABOR deals with the universities and asked Dr. Nicodemus to assist in communicating with the community colleges in this regard. He noted that they are working on getting legislation changed for different reporting criteria by hours of instruction rather than days in school.

Ms. Owen offered congratulations and encouragement about the accomplishments to date. Ms. Mendoza noted that there are some other programs, with possibly not AP courses, that could be defined as rigor and should be looked at.

L. Presentation and Discussion Regarding the AIMS Intervention/Dropout Prevention Grants

Dr. Karen Butterfield, Associate Superintendent, Academic Achievement, Arizona Department of Education, in response to the previous conversation noted that “rigorous” has been defined as “stretched learning”.

Dr. Butterfield introduced this item stating that there are now 41 grantees and noted the information provided in the materials packet.

Ms. Maxine Daly, Deputy Associate Superintendent, Innovative and Exemplary Programs, Academic Achievement Division, Arizona Department of Education, presented the information via PowerPoint Presentation included in the materials packet. She stated that this program is making a difference, impacting all areas.

Dr. Nicodemus asked if the number served could be included in subsequent reports, including what the benchmarks are and clarification regarding the audit, which is a program audit.

Dr. Balentine asked if any programs were not renewed and Ms. Daly responded that three did not submit the year-end report and as a result have not been renewed. Ms. Daly explained that state statute allows schools to include 7th and 8th grades, but it is not required. Dr. Balentine asked about the application and screening process and Ms. Daly noted that some requested specific amounts for their needs but that there was a rubric formulated to determine the amounts of awards:

- numbers
- depth of program
- degree of success of programs already in the school(s)

Ms. Owen noted that Coconino County participants are planning to meet and will have information to share. Ms. Daly noted that grant recipients will be invited to a meeting in order to share successes/needs, etc.

Mr. Ary commended the efforts in this program and added that the word must get out to the general public regarding the results gained from the \$5.5M dollars, i.e. graduation rates, progress translating into percentage of dropout rate improvement, etc. Ms. Daly noted that this information will be pulled from the audit report due in December.

Ms. Mendoza asked if all funds have been spent and Ms. Daly noted that the annual reports will reflect this information, however, some programs did not spend all their funds. Ms. Daly noted that some of the original funds will be used to support the auditing/reports.

Superintendent Horne noted that funds have been spent on an annual basis for tutoring as well as this program, but there are still funds available.

Ms. Daly noted that with AIMS Intervention Grants part of the information shows student data but many times it is difficult to find a baseline for some students to see what they started from.

M. Presentation and Discussion Regarding the Implementation and Transition Plan for the Adopted Arizona Social Studies Standards

Ms. Phyllis Schwartz, Associate Superintendent, School Effectiveness Division, Arizona Department of Education, explained the transition in the ADE structure noting that Ms. Cheryl Lebo’s division is now under the purview of School Effectiveness and asked Ms. Lebo to present the information.

Ms. Cheryl Lebo, Deputy Associate Superintendent of Best Practices, Arizona Department of Education, presented the information provided in the materials packet which includes the updated implementation guide marked as follows:

- yellow referred to today
- red indicates changes

Ms. Lebo noted that this is not all inclusive or a rigid plan and that they are in the process of finding funds to move forward in working with standards.

Superintendent Horne stated that the chief historian of the history channel reported that Arizona history standards stand above all other states. He noted that they will develop multi-media materials to train teachers how to use these and develop interest in working with history teachers and students. Ms. Lebo noted that each teacher will receive a packet of complete materials that includes a CD with clips to utilize in instruction.

Ms. Carol Warren, Social Studies Content Specialist, School Effectiveness Division, Arizona Department of Education, pointed out some additional items:

- initial ½ day training was successful
- 14 trainings , 8 counties, over 400 trained to date
- training replicated at local level by those initially trained
- implementing the articulated social studies standards
 - 15 hour course
- content to be taught throughout year
 - 15 clock hours
- pilot beginning next week
- available to statewide teachers
- currently in alignment review for K-8 which is expected to be available in the Spring

Ms. Mendoza asked if the training is still available if teachers were unable to get to the half-day workshop and Ms. Warren assured Ms. Mendoza that it is still available this year in various areas.

Ms. Hilde stated that she hoped there would be a crosswalk, to see if these services are available to everyone, if the county offices are unable to offer these trainings. Ms. Mendoza noted that charters sometimes deal with limited resources, and asked if there are charter representatives on the committees, as charters don't often have resources to purchase the materials and Ms. Warren assured members that there are charter representatives on the committee.

Ms. Hilde urged the committee to have some overlap of expertise, a broad range, so students' learning is considered as a whole and Ms. Lebo noted that many are curriculum directors who assist in the overall content knowledge.

N. Presentation and Discussion Regarding the Special Education Advisory Panel (SEAP) FY 2006 Annual Report

Ms. Hilde noted that this item has been withdrawn at this time.

5. CALL TO THE PUBLIC

Mr. Darrek and Ms. Shayla Hawkins spoke regarding their 5-year-old son's problems in kindergarten in the Chandler and Kyrene Districts. They stated that they are representing other children as well as their child who they claim experienced racial discrimination and sexual abuse.

Ms. Hawkins stated that they contacted the teacher, principal, assistant superintendent, superintendent and police, and that there was an ongoing problem until the child was withdrawn to be schooled at home. They stated that a 5-year-old's word should be a cause for an investigation, but the teacher claimed she did not hear or see anything. Mr. Hawkins asked for help and acceptance of the child's word and also that an individual who is entrusted with the child have more responsibility for the child and to aggressively handle what has been reported. He stated that they would like to see schools be a safe place.

Ms. Hilde noted that the SBE is prohibited by state law to engage in discussion in an item that was not on the agenda and asked Mr. Yanez to inform the Hawkins on the processes outlined in state law.

Dr. Nicodemus asked about appropriate follow-up procedures by members when letters are received. Mr. Yanez noted that staff follows up with the constituent on requests made to SBE; however, many requests are administrative which are then referred to the ADE's constituent services. Ms. Mendoza requested that these issues be looked into regarding what the ADE's procedures are related to legislative action. Mr. Ary noted that the ADE deals with these kinds of issues in a very comprehensive way that should be utilized and Mr. Yanez responded that a follow-up will be brought to the SBE.

The Board moved to Item 4H at this time.

6. CONSENT AGENDA

- A. Consideration to Approve State Board Minutes
 - 1. September 18, 2006 Special Session
 - 2. September 25, 2006
 - 3. December 27, 2005 – Executive Session
 - 4. January 6, 2006 – Executive Session
 - 5. September 25, 2006 (Item 2G)– Executive Session
 - 6. September 25, 2006 (Item 2N) – Executive Session
- B. Consideration to Approve Contract Relating to the 2007 IDEA Seamless Transition to Full Community Participation Grant
- C. Consideration to Accept the Recommendation of the Professional Practices Advisory Committee and Grant the Application for Teacher Certification for Kelvin Lierman, Case # C-2006-039 R
- D. Consideration to Accept the Voluntary Surrender of the Teaching Credentials for Armando Gonzalez, Case # C-2006-087
- E. Consideration to Revoke the Teaching Credentials for Chad Shelatz, Pursuant to A.R.S. § 15-550, Case # C-2006-076
- F. Consideration to Authorize the Fort Thomas Unified School District to Budget and Accumulate in the Unrestricted Capital Section for FY 06-07
- G. Consideration to Approve Providers for the 45 Clock Hour Structured English Immersion Curricular Framework
- H. Consideration to Accept the Targeted High Needs Initiative Grant

Mr. Ary requested that Item H be pulled for further clarification.

Motion by Ms. Kramer and seconded by Dr. Nicodemus to approve the consent agenda with the exception of Item 6H. *Motion passes.*

Item 6H:

Mr. Ary asked about the state currently having 278 National Board Certified Teachers with 20 serving in this high need area and whether this is a personal decision or whether the ADE assists in these decisions. Ms. Amator responded that this grant looks at Phoenix Elementary SD feeders to the Phoenix Union District primarily because there is a core and that the recruitment will continue in this area. She noted that this is a small start and other grants will be written.

Motion by Mr. Ary and seconded by Ms. Kramer to approve Item 6H. *Motion passes.*

7. ADJOURN

Motion by Dr. Nicodemus and seconded by Ms. Kramer to adjourn. *Motion passes.*

Meeting adjourned at 2:55 PM.