



Arizona State Board of Education  
Arizona State Board for Vocational  
and Technological Education

**NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any items on this agenda and/or for discussion or consideration of records exempt by law from public inspection, including the receipt of information that is specifically required to be maintained as confidential by state or federal law.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 25<sup>th</sup> day of November, 2014.

Arizona State Board of Education  
Arizona State Board for Vocational and Technological Education

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

Christine Thompson  
Executive Director  
(602) 542-5057

**AGENDA**

Monday, December 8, 2014  
9:00 AM

Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
Room 122

AGENDA  
ARIZONA STATE BOARD OF EDUCATION  
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION  
December 8, 2014  
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9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE, AND ROLL CALL

1. BUSINESS REPORTS

A. President's Report

B. Superintendent's Report

1. Recognition of 2014 Blue Ribbon Schools

C. Board Member Reports

D. Executive Director's Report

2. CONSENT AGENDA

A. Consideration to approve Arizona State Board of Education minutes for:

1. September 2, 2014 – Special Executive Session Meeting
2. September 22, 2014 – Executive Session
3. October 21, 2014 – Special Executive Session Meeting
4. October 27, 2014 – Regular Meeting
5. October 27, 2014 – Executive Session
6. November 3, 2014 – Special Meeting

B. Consideration to approve the following contract abstracts:

1. Mathematics and Science Partnership Program
2. Emergency Readiness Pilot Program
3. Arizona Integrated Basic Education and Skills Training (AZ I-BEST)

C. Consideration to approve the proposed Interagency Service Agreement between First Things First and the Arizona Department of Education pursuant to A.R.S. §35-148(A)

D. Consideration to accept funds from the US Department of Education for the School Emergency Management Program, pursuant to A.R.S. § 15-341(A)(32)

E. Consideration to accept funds from the US Department of Justice for the Developing Knowledge about What Works to Make Schools Safe grant, pursuant to A.R.S. § 15-153(D)

F. Consideration to approve the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds

G. Consideration to accept voluntary surrender of the certificate held by Delphine J. Wood

- H. Consideration to accept the recommendation of the Professional Practices Advisory Committee to grant the application for certification for the following individuals:
    - 1. Joey Dean Reidhead
    - 2. Theoden Humphrey
    - 3. Walter John Kurth
    - 4. Angela Marie Berry
  - I. Consideration to grant extension of professional preparation program approvals relating to R7-2-604 through R7-2-604.03.
  - J. Consideration to approve Ottawa University's Bachelor of Arts in Early Childhood Education/Early Childhood Education-Special Education relating to ARS §15-203
  - K. Consideration to accept update on Gifted Education in Arizona
  - L. Consideration to accept update on Standards Development Process for Foreign and native Language Standards, Arts Standards and Physical Education Standards
  - M. Consideration to appoint and/or reappoint members to the Professional Practices Advisory Committees
3. CALL TO THE PUBLIC
4. ARIZONA STATE BOARD OF EDUCATION CONVENING/ACTING AS THE ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION FOR THIS ITEM ONLY
- A. Presentation, discussion and consideration to approve the following Career and Technical Education programs for integrating Arizona's Standards in Economics for the purpose allowing the issuance of Economics credits, pursuant to R7-2-302(4)(a), including:
    - 1. Professional Sales and Marketing
    - 2. Entrepreneurship
    - 3. Entertainment Marketing
    - 4. Agribusiness Systems
  - B. Presentation, discussion and consideration to approve the following Career and Technical Education programs for integrating Arizona's Standards in Science for the purpose allowing the issuance of Science credits, pursuant to R7-2-302(4)(a), including:
    - 1. Agribusiness Systems
    - 2. Animal Systems
    - 3. Environmental Service Systems
    - 4. Food Products and Processing Systems
    - 5. Natural Renewable Resources Systems
    - 6. Plant Systems
    - 7. Power, Structural and Technical Systems

C. Presentation and discussion regarding Global Pathways Initiative

5. GENERAL SESSION

A. Presentation, discussion and consideration of policy and legislative issues related to accountability and the new statewide assessment.

B. Presentation, discussion and possible consideration to recommend refinements to the Structured English Immersion (SEI) Model

C. Presentation, discussion and consideration to close rulemaking procedures for proposed amendments to rules R7-2-607 and R7-2-610 pertaining to Secondary teachers.

D. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to rule R7-2-614 pertaining to Substitute certificates.

E. Presentation and discussion related to the Recruitment and Retention Taskforce Report

F. Presentation and discussion related to School Readiness Framework

G. Presentation, Discussion and Consideration to withhold 10% from State Board of Education Sponsored Charter Schools for failure to timely submit Annual Financial Audit & Questionnaire

H. Board comments and future meeting dates. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary

6. PRESENTATION OF CANDIDATES AND ELECTION OF STATE BOARD OF EDUCATION OFFICERS FOR 2015

7. ADJOURN

**EXECUTIVE SUMMARY**

**Issue:** Contract Abstracts

Action/Discussion Item

A.R.S. Title 15, Chapter 2, Article 1, permits the State Board to accept on behalf of the state various gifts or grants and authorizes the State Board to be the chief educational authority for administration and supervision of such expenditures.

**SUMMARY OF ATTACHED  
 STATE BOARD CONTRACTS**

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1. Mathematics and Science Partnerships Subgrant Award	To award Mathematics and Science Partnerships Program funding to four local educational agencies, comprising schools under the established competitive process in the form of Subgrant Awards.	Not to exceed \$2,000,000	No Child Left Behind Act of 2001, P.L. 107-110, under Title II, Part B	December 7, 2014 and shall terminate on February 26, 2016  Index 32362	Sarah Galetti Carol Lippert
2. School Emergency Readiness Pilot Program awardees	To award Pilot Program funding to three local school districts under the established competitive process in the form of Subgrant Awards.	Not to exceed \$100,000	Laws 2014, Ch. 17, Sec. 16 (SB1488)	December 1, 2014 through September 30, 2015  Index 41146	Robert Gold Jean Ajamie
3. ADE funded Adult Education Services at Rio Salado College, College Bridge Pathways	To approve funding for Rio Salado's College Bridge program through the Arizona Integrated Basic Education and Skills Training (AZ I-BEST) initiative to prepare adults seeking High School Equivalency Diplomas	Not to exceed \$22,528	The Workforce Investment Act of 1998, Title V	November 1, 2014 to June 30, 2015	Sheryl Hart Jerald Goode

## EXECUTIVE SUMMARY

<b>Issue:</b> Consideration to award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to four local educational agencies under the established competitive process in the form of Subgrant Awards.
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Action/Discussion Item

Information Item

### Background and Discussion

Title II, Part B of NCLB authorizes a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM (MSP) competitive grant program. The intent of this program is to increase academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Core partners in these grants must include mathematics, science, and/or engineering departments/faculty from institutions of higher education (IHE), including community colleges. Partnerships of higher education, high-need LEAs, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will increase student achievement by providing teachers with strong mathematics and/or science content knowledge.

The Arizona Department of Education (ADE) is responsible for the administration of the MSP Program. Available funds will be awarded by the ADE to support successful proposals submitted by eligible partnerships comprised of departments/faculty of mathematics, science, or engineering at Arizona institutions of higher education and high-need LEAs.

In order for LEAs (school or schools) to be eligible, they must demonstrate student need by meeting the following criteria:

- Evidence of school(s) with a poverty level, defined by Title 1 Section 1114 of the NCLB Act, of having at least a rate of 35% Free and Reduced lunch program student participation.
- Evidence of school(s) designated as a Priority School.

If a school district decides to apply for an Arizona MSP Grant, all schools included in the grant application must meet the definition of **high-needs** as defined by the Arizona MSP program.

### Contact Information:

Suzi Mast, Director K-12 Mathematics and Educational Technology Standards  
Carol Lippert, Associate Superintendent High Academic Standards for Students

**EXECUTIVE SUMMARY**

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Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and **Name of Contracting Party(ies)**:

The table below contains the names of **4** eligible local educational agencies (LEAs) requesting participation in Arizona’s MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Imagine Charter Schools		\$304,657
Coconino County ESA		\$653,410
Gila County ESA		\$626,088
Tucson Unified School District		\$258,100
<b>Total:</b>		<b>\$1,842,255</b>
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
<b>LEAs</b>	<b>Teachers</b>	<b>Students</b>
4	235	8000

**Contract Amount:**

Total not to exceed \$2,000,000

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application has developed a 14 month budget. LEAs receiving sufficiently high enough technical review scores entered into budgetary and programmatic negotiations with staff to further refine the dollar amounts being requested. Starting with the highest scoring LEA, each requested contract reimbursement ceiling is subtracted from the total of funds set aside under law for such Subgrant Awards.

## **EXECUTIVE SUMMARY**

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### **Source of Funds:**

Authorizing Legislation: *No Child Left Behind Act of 2001*, P.L. 107-110, under Title II, Part B.

Index No.(s): 32362

### **Responsible Unit at Department of Education:**

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Sarah Galetti

### **Dates of Contract:**

Subgrant Awards shall become effective on December 7, 2014 and shall terminate on February 26, 2016.

### **Previous Contract History**

The MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM is authorized under P.L. 107-110. The MSP funding is available to LEAs to increase the content knowledge and pedagogical knowledge base of teachers of Mathematics and Science, and increase the numbers of appropriately certified teachers in these subject areas.

### **Method of Determining Contract Amount(s)**

The contract reimbursement ceilings being proposed under each MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application are sufficient to provide the services, support and assistance that are to be delivered to classroom teachers and other educators in eligible, participating schools throughout Arizona. Project ceilings were set, following successful negotiations of both budgetary and programmatic issues, supported by detailed budgets that were prepared by the contracting parties, and reviewed and approved by the ADE. Approved budgets shall be entered into the Department's on-line Grants Management System.

### **Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board and the LEAs who applied and qualified for Mathematics and Science Partnership Subgrant awards.

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the contract between the State Board and awardees listed for the Pilot Program on School Emergency Readiness.

Action/Discussion Item

**Contract Abstract**

**Background and Brief Explanation of Contract**

The \$3,646,400 state general fund appropriation to the Arizona Department of Education (ADE) for the School Safety Program for fiscal year 2014-2015 in the general appropriations act, Laws 2014 Ch. 17, Sec. 16 (SB1488), included \$100,000 for a pilot program on school emergency readiness.

The statute stipulates that districts shall submit applications to the ADE to participate in the pilot program on or before September 30, 2014, that the ADE shall notify awarded districts on or before November 30, 2014, and that the ADE shall select three districts to participate in the pilot program. The selected districts shall consist of:

1. One that is located in a county with a population of eight hundred thousand persons or more.
2. One that is located in a county with a population of more than one hundred thousand persons, but less than eight hundred thousand persons.
3. One that is located in a county with a population of less than one hundred thousand persons.

The statute also stipulates that the program must incorporate the following: emergency management software that makes plans and critical emergency readiness information accessible online and offline via mobile device applications, and that the software complies with the national emergency information management system adopted by the federal emergency management agency; training of teachers and administrators in the readiness and emergency management program; the development, implementation and maintenance of a comprehensive crisis plan for those school districts and their teachers and administrators.

**Name of Contracting Party(ies)**

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

<b>District</b>	<b>County Group</b>	<b>Award Amount</b>
Payson Unified District	3	\$31,792
Prescott Unified District	2	\$36,271
Sunnyside Unified District	1	\$31,937
<b>Total</b>		<b>\$100,000</b>

**Contact Information:**

Jean Ajamie, Director, School Safety and Prevention  
Robert Gold, Associate Superintendent, Highly Effective Schools

## **EXECUTIVE SUMMARY**

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### **Contract Amount**

The authorizing statute requires three awards not to exceed \$100,000 in total.

### **Source of Funds**

Laws 2014 Ch. 17, Sec. 16 (SB1488); ADE index code 41146

### **Responsible Unit at the Department of Education**

School Safety and Prevention unit

### **Dates of Contract**

December 1, 2014 through September 30, 2015

### **Previous Contract History**

This is the second year that the Pilot Program on School Emergency Readiness was made available. One of the recommended awardees, Prescott Unified District, was also awarded in 2013-2014.

### **Number Affected (Students, Teachers, Public, as appropriate)**

The three awarded districts will be better prepared to respond to campus and larger-scale emergencies, benefitting their entire community.

### **Method of Determining Contract Amount(s)**

A competitive application process was utilized, consistent with the ADE policies and procedures for selection of competitive grant applications. Applications were reviewed and scored by three reviewers with appropriate expertise and trained on program requirements and the scoring tool; scores were averaged and rank-ordered by each county category as described in SB 1488; and the top scorers in each category were selected. The budgets submitted by applicants were reviewed and scored through the process, and these amounts became the contract amounts.

### **Evaluation Plan**

The authorizing statute requires the ADE to submit to the Governor, President of the Senate, Speaker of the House, and Secretary of State a report that summarizes the results of the pilot program.

The report will include the activities accomplished by each grantee, including development or enhancements to the school emergency response plans; the type and number of trainings conducted under the program; outcomes of the software adoption; and the strengths and limitations of the program design.

### **Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board and awardees listed for the Pilot Program on School Emergency Readiness as described in these materials.

**EXECUTIVE SUMMARY**

<b>Issue:</b> Consideration to approve the contract between the State Board and 1 Existing Adult Education Service Provider for the provision of Arizona Integrated Basic Education and Skills Training (AZ I-BEST) services.
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Action/Discussion Item

**Contract Abstract**

**Background and Brief Explanation of Contract:**

Arizona Adult Education receives \$12.7 million annually through the Workforce Investment Act (WIA) of 1998 to deliver Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition for Adults (ELAA) services to adults 16-years-of-age or older who are not enrolled in K-12 schools. WIA legislation provides for specific funds to initiate State Leadership Projects, which include those that integrate adult education and occupational skill training.

For the past several years Adult Education Services has incentivized service providers to enable them to build or maintain collaborations and develop direct career pathways for Adult Secondary Education students. The Arizona Integrated Basic Education and Skills Training (AZ I-BEST) initiative enables the Arizona Workforce Development System to serve a population whose low literacy skills prevent them from participation in postsecondary skills training programs for which they would otherwise qualify. This initiative's ultimate purpose is preparing adults seeking High School Equivalency (HSE) Diplomas with the basic literacy skills, post-secondary credentials, and work ready soft skills needed for unsubsidized employment in the 21st century economy.

The State Board is requested to approve additional funding for one AZ I-BEST pilot for the first six months of an eighteen month initiative. This funding will be used to support initiative activities from November 1, 2014 through June 30, 2015. An additional competitive solicitation during the second quarter of 2015 will determine funding for the remainder of the initiative.

**Name of Contracting Party**

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

<u>Rio Salado College, College Bridge Pathways</u>	<u>\$22,528</u>
TOTAL	\$22,528

**Contact Information:**

(Sheryl Hart, Deputy Associate Superintendent, Adult Education)  
(Leila Williams, Associate Superintendent, High Quality Assessments and Adult Education)

## **EXECUTIVE SUMMARY**

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### **Contract Amount:**

Not to Exceed \$22,528.

### **Source of Funds**

Authorizing Legislation: The Workforce Investment Act of 1998, Title V.

### **Responsible Unit at the Department of Education**

Adult Education Services

Deputy Associate Superintendent:

Sheryl Hart

Program Contact:

Jerald Goode or Kelly Crawford

### **Dates of Contract:**

November 1, 2014 to June 30, 2015

### **Previous Contract History**

The Board has approved the awarding of Federal State Leadership money for pilot programs to existing ADE/AES-funded adult education programs since 1998.

### **Number Affected (Students, Teachers, Public, as appropriate)**

Approximately 20 students enrolled in this Adult Education program Maricopa County will secure skilled employment in the locally identified high demand industry.

### **Method of Determining Contract Amount(s)**

The application process was open to all ADE-funded Adult Education programs. The proposals included budgets outlining the fiscal needs necessary to carry out the proposed pilot activities. The ADE/AES Unit then reviewed these documents. Considerations included: (1) the collaborative roles of the partners; (2) the program's overall performance in prior years; (3) the level of proposed pilot performance.

### **Evaluation Plan**

Throughout the pilot year, ADE/AES will provide administrative oversight, state leadership, and on-site technical assistance as needed. It will also require that the pilots maintain accurate, detailed, and verifiable records of the disbursement of grant funds and produce quarterly and a final AES AZ-IBEST Report containing performance data

**EXECUTIVE SUMMARY**

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on credential attainment, completion of occupational skill training, and employment.

**Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board and Rio Salado College, College Bridge Pathways for \$22,528 as described in these materials.

**EXECUTIVE SUMMARY**

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**Issue:** ISA between ADE and First Things First—Data Sharing

Action/Discussion Item

Information Item

**Background and Discussion**

The Arizona Department of Education (ADE) has agreed to provide First Things First (FTF) with the student data essential to complete a variety of FTF research projects. FTF will reimburse ADE for the Information Technology-related costs of providing this data.

ADE is using its discretionary authority under the Family Educational Rights and Privacy Act (FERPA) to provide FTF with confidential student information in accordance with the requirements for receipt of this data, including how FTF will maintain the confidentiality of student data and a destruction date for the data.

The studies being conducted by FTF are included in Appendices A through C of the ISA.

**Recommendation to the Board**

It is recommended that the State Board approve the ISA between ADE and FTF because it furthers mutual goals of both agencies to improve early childhood education in Arizona.

**Contact Information:**

Carrie O'Brien, Chief Privacy Officer, ADE

Stacey Morley, Executive Director of Government Relations and Policy Development



## Interagency Service Agreement

Between

**Arizona Early Childhood Development and Health Board  
(First Things First)**

And

**Arizona Department of Education**

This Interagency Service Agreement (ISA or Agreement) is made as of ~~January 1, November 3, 2015~~<sup>4</sup>, between the Arizona Early Childhood Development and Health Board (Board or FTF) and the Arizona Department of Education (ADE or Department).

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1. **PARTIES:** ADE and FTF are independent Parties.

The **Arizona Department of Education** is a state educational agency, authorized to collect and maintain student educational records and to receive information from public educational agencies (PEAs) consistent with applicable state and federal laws and subject to the Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99.

The **Arizona Early Childhood Development and Health Board** is a state agency charged with funding programs for children age five and younger that increase the quality of, and access to, early childhood development programs and health services.

2. **PURPOSE:** Having expressed a shared common goal to support the successful development and implementation of quality early childhood development programs, ADE and FTF enter into this Agreement pursuant to A.R.S. § 35-148(A). Pursuant to the terms of this Agreement, ADE will provide data to FTF towards multiple projects, as specified in Appendices A, B and C, and on the schedules described therein.

One of the FTF projects is an ongoing longitudinal study. The (Quality First (QF) Study (QF) tracking tracks changes in outcomes for young children and evaluating specific early care and education programs to improve educational quality longitudinally. FTF's Quality First (QF) program is a voluntary Quality Rating and Improvement System (QRIS) designed to improve the quality of early care and education programs in Arizona and to ensure that young children begin school healthy and ready to succeed. FTF has developed a robust system for rating and monitoring the quality of programs participating in QF. The QF system incorporates valid and reliable assessment tools for monitoring quality standards, highly trained assessors who meet or exceed industry reliability standards, and a monitoring schedule for annual or bi-annual assessments depending on the quality tier level. QF has five tiers of quality based on program standards.

The QF study will be used to determine whether differences in quality ratings (i.e., tiered program quality levels) are associated with differences in children's progress and outcomes. As part of this study, children who are enrolled in QF programs (Tiers 1-2 vs. 3-5) will be followed kindergarten through third grade (K-3), and FTF will examine their educational outcome data to see if children who attend higher-rated programs (Tiers 3-5) have greater gains in educational outcomes than children who attend lower-quality programs (Tiers 1-2) and if these gains are sustained as they progress through K-3. ADE data (see Appendix A) related to kindergarten readiness (when available), DIBELS and statewide achievement assessments (AIMS data and new achievement assessment data when available) will be used for this ongoing study. One of the data variables (i.e., SAIS ID) that will be shared for this study is considered personally identifiable information (PII). ADE will provide this data variable for the purposes of matching students between the FTF and ADE data systems, so there is a unique child identifier to link child level data from FTF and track these children's progress longitudinally through the ADE K-12 system. Additionally, ADE will provide educational outcome data (e.g., DIBELS, statewide assessment scores) related to these matched children that will be reviewed and shared only at the aggregate level in compliance with ADE's data suppression policy.

The Board's approved 10 ~~Another~~ School Readiness Indicators (SRIs), ~~are another FTF project concerns regarding the Board's approved 10 school readiness indicators (SRIs),~~ which provide a comprehensive, composite measure of system progress in the areas of early learning, family support and health for young children, ~~is another FTF project.~~ The ~~school readiness indicators~~ SRIs are designed to measure all efforts in the early childhood system, not just FTF's. These school readiness indicators, along with other available data, guide statewide and regional strategic planning. The SRI data is utilized

to set state level and regional benchmarks to show progress on the school readiness indicators by 2020. One of the 10 SRIs, transition from preschool special education to kindergarten, is informed by data collected by ADE as specified in Appendix B. ADE data for children with an individualized education program (IEP) under the Individuals with Disabilities Education Act, Part B will be tracked to see if, in the subsequent school year, they have entered kindergarten without an IEP. The indicator is intended to track progress in the screening, identification and delivery of effective intervention services. The intent is to increase the percent of children transitioning to kindergarten without an identified special need due to timely screening, identification and delivery of services. In the future, another school readiness indicator is also expected to be informed by ADE data when the kindergarten readiness assessment is implemented.

FTF ~~also~~ conducts ~~a~~ statutorily mandated, statewide and regional biennial needs and assets assessments ~~s~~ pertaining to the needs of young children in Arizona (Needs and Assets). ~~These~~ needs and assets reports are created and published on alternate years (statewide vs. regional) and give all Arizonans a starting place for conversations about the challenges faced by children five and under and how their communities can best meet those needs. The statewide report overviews data trends and presents key data on school readiness indicators, children's health, early learning, and family support, as well as demographic information for all of Arizona's counties. Each FTF regional needs and assets report provides a snapshot of the region's young children five and under and their families, identifies the nature and extent of regional assets that support young children and their families, and specifies what the region needs to successfully support young children and their families. These data inform a regional council's strategic planning process. Data shared by ADE as specified in Appendix C will be utilized towards these ongoing studies.

The Parties anticipate that some of the information that ADE provides to FTF about students will be PII, as defined in 34 CFR Part 99.3. All disclosure of PII between the Parties pursuant to this Agreement will be consistent with all applicable state and federal laws, including A.R.S. §§ 15-1042, -1043 and -1045, 20 U.S.C. § 1232g and 34 CFR Part 99.

3. **TERMS AND CONDITIONS:** The Parties agree as follows:

- a. This Agreement shall take effect on January 1, 2015 ~~November 3, 2014~~ and shall terminate on December 31, 2020, unless renewed in a writing signed by both

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Parties. This Agreement may only be renewed for up to 5 years at a time. Either party may cancel this Agreement for any reason, upon thirty days written notice.

- b. ADE will match FTF Unique IDs with ADE's SAIS IDs, as outlined in Appendix A and for the purpose of providing the data described in Appendices B and C.
- c. In pursuit of their common goal to support the implementation of quality early childhood development, the Parties agree to those responsibilities enumerated in Appendices A (Quality First), B (Special Education), and C (Needs and Assets). The Department further commits to providing to FTF the data listed in Appendices A, B, and C and any other relevant data upon a showing of FTF of the need for the data in an expedited process, as permitted by state and federal law.
- d. In consideration of the Information Technology (IT) resources required by ADE to comply with its obligations under the Agreement, FTF agrees to ~~pay~~ reimburse ADE a ~~total of \$50,000~~ for the costs of producing the aforementioned data in an amount not to exceed \$50,000 annually. ADE will not produce data it does not collect. Payment is due ~~annually by October 1, beginning in 2015~~ 30 days after ADE provides an invoice on those costs annually.
- e. To effect the transfer of data and information that is subject to state and federal confidentiality laws and to ensure that the required confidentiality of personally identifiable information shall always be maintained, FTF agrees to:
  - i. Comply with the provisions of FERPA, 20 U.S.C. § 1232g and 34 CFR Part 99, and to protect confidential data received from ADE pursuant to this Agreement as it protects like data of its own.
  - ii. Use PII provided under this Agreement for no other purpose than those described in this Agreement.
  - iii. Use reasonable technical, physical, and administrative controls to protect the PII provided under this Agreement from further disclosures and other uses.
  - iv. Establish procedures consistent with FERPA and Arizona law to ensure the protection of any PII provided under this Agreement. To effectuate this provision, FTF agrees to:
    - a. Limit access to the PII provided under this Agreement only to those authorized persons who have a legitimate interest in the data.
    - b. Require all employees, contractors, and agents who have access of any kind to the PII to comply with this Agreement, FERPA, and applicable Arizona law.

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- c. Maintain all PII received pursuant to this Agreement in a secure manner, separate from all other data files, and not copy, reproduce, or transmit PII obtained pursuant to this Agreement except to its own agents to fulfill the purposes described in the Agreement.
  - d. Not disclose data obtained under this Agreement in any manner that could identify any individual student, except as authorized by FERPA. No report of data containing a group of students less than the minimum determined by ADE shall be released. FTF shall require that all employees, contractors, and agents working on this project abide by the statistical cell size. FTF agrees to take all appropriate steps to protect the confidentiality of all PII at all stages, including final reporting, by using appropriate disclosure avoidance techniques.
  - e. Use methods to properly protect PII in aggregate reporting in accordance with the methods outlined by the National Center for Education Statistics.  
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011603>.
  - f. Destroy any and all PII received pursuant to the terms of this Agreement no later than one year after the termination of this Agreement.
4. **CHOICE OF LAW AND FORUM:** This ISA shall be construed, interpreted, and governed by the laws of the State of Arizona (including, where applicable, the Uniform Commercial Code as adopted by the State of Arizona) in the appropriate state court.
  5. **NO PAROLE EVIDENCE:** This ISA is intended by the Parties as a final and complete expression of their agreement. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this document.
  6. **AMENDMENT:** This Agreement may only be amended by mutual written agreement signed by both Parties. No such amendment is effective until executed by both Parties.
  7. **CONFLICT OF INTEREST:** This Agreement is subject to cancellation under A.R.S. § 38-511, cancellation of state contracts.
  8. **ARBITRATION:** To the extent required by A.R.S. §§ 12-1518(B) and 12-133, the Parties agree to resolve any dispute arising out this Agreement by arbitration.

9. **NOTICE:** Under this Agreement, notice shall be given as follows:

**Arizona Department of Education**

Attention at:  
Carrie O'Brien  
1535 W. Jefferson  
Phoenix, AZ 85007

**First Things First**

Attention at:  
Josh Allen  
4000 North Central, Suite 800  
Phoenix, AZ 85012

In witness whereof, the Parties have executed this Interagency Service Agreement under the authority of A.R.S. § 35-148(A).

**ARIZONA DEPARTMENT OF EDUCATION**

**FIRST THINGS FIRST**

\_\_\_\_\_  
Authorized Signatory

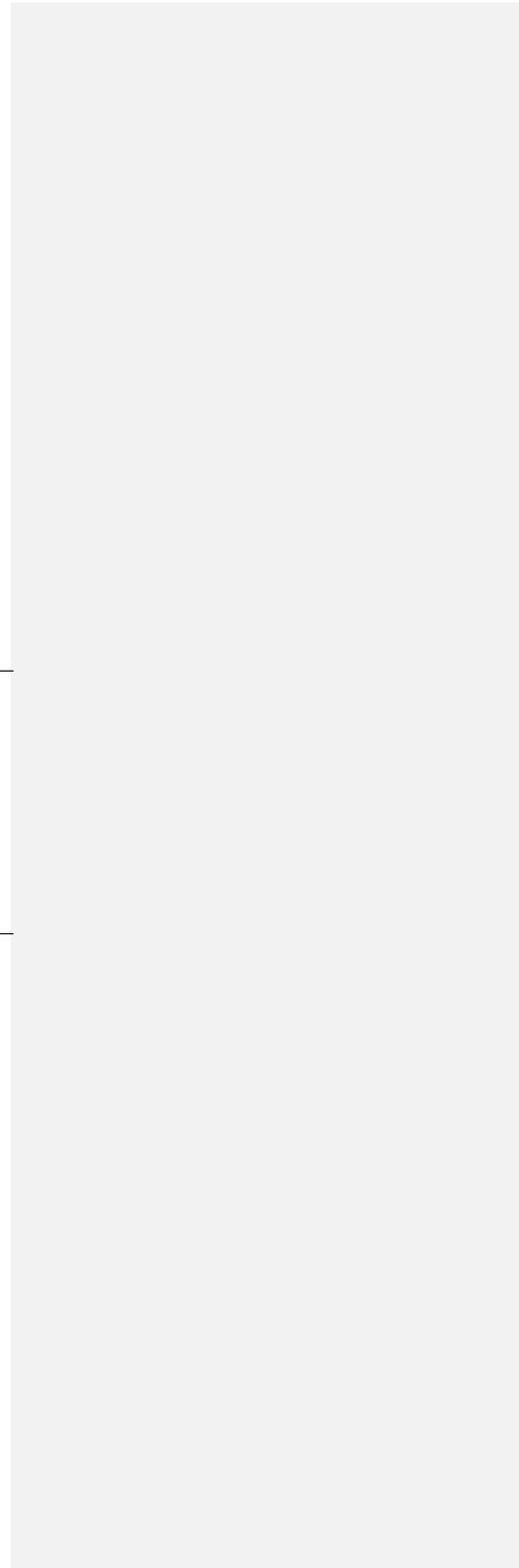
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Date



## APPENDIX A

### *Quality First Recurring Data Request*

#### **PARTIES' RESPONSIBILITIES & COURSE OF CONDUCT**

FTF and ADE shall assume the following responsibilities:

- (a) In the spring of each school year (approximately March), FTF will pass ADE a data file with First Name, Last Name, Date of Birth, an FTF Unique ID and ADE SAIS ID (if known) of children who have participated in Quality First.
- (b) FTF will upload this file using a secure file/message from the Department using an ADE Secure File Delivery System account.
- (c) ADE will conduct a process to find a matching record with a SAIS ID in the Department's system.
- (d) ADE will provide the following results from the matching process:
  1. The total number of students in the dataset.
  2. The number and percentage of students in the dataset by birth year.
  3. The number and percentage of students in the dataset matching a record in the Department's system with a SAIS ID, by birth year.
  4. The number and percentage of students in the dataset matching a record in the Department's system with a SAIS ID and enrolled in the current ADE school year, by grade level and birth year.
  5. The FTF ID and corresponding SAIS ID for students in the dataset matching a record in the Department's system with a SAIS ID and enrolled in a current ADE school year, with current grade level.
- (e) In the fall of each school year (approximately October), FTF will send ADE a dataset or datasets for students matched with an FTF ID/SAIS ID that were enrolled in the previous school calendar year. Datasets will include:
  1. The FTF ID.
  2. The Department's corresponding SAIS ID.
- (f) For each dataset provided, ADE will provide aggregated, third grade, statewide achievement assessment scores (currently Arizona Instrument to Measure Standards (AIMS) scores and the future new statewide achievement assessment scores as applicable) at school level for ID matched children. ADE will provide aggregated kindergarten DIBELS scores for ID matched children aggregated at school level (applying

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suppression level). Additionally, ADE will provide aggregated kindergarten readiness assessment data if and when available by school level.

- (g) No dataset will include an  $n$  equal to fewer than 10.
- (h) FTF will receive this data once annually through the year 2020.
- (i) FTF will destroy or return to ADE any and all data received pursuant to the terms of this Agreement no later than one year after the termination of this Agreement. This does not include any reports FTF has generated using the data shared by ADE.

## APPENDIX B

### *Special Education Recurring Data Request*

#### **PARTIES' RESPONSIBILITIES & COURSE OF CONDUCT**

FTF and ADE shall assume the following responsibilities:

- (a) In the ~~Xspring~~ of each school year (approximately ~~XMarch~~), ADE will send a data file to FTF of students entering kindergarten from pre-school who have been diagnosed with a special need in any of the following categories: Developmental Delay (DD), Hearing Impairment (HI), Preschool Severe Delay (PSD), Speech/Language Impairment (SLI), Vision Impairment (VI). This data will be provided at statewide, county, school district, school, zip code and geocode levels when available. If an individual school level or zipcode data is below the suppression threshold, multiple schools within the district may be aggregated to maintain confidentiality.
- (b) ADE will provide a codebook/data dictionary with the data field calculation methodology for each of the indicators and units requested and that highlights any methodological changes in calculation from the previous year. This will ensure consistency in data sent to FTF each year and enable FTF to analyze and interpret data in accordance with ADE methodology and report to FTF stakeholders.
- (c) ADE will upload the data files, codebook, and any supplementary materials to FTF's Secure File Delivery System account.
- (d) FTF will abide by the Department's redaction policies to provide information to FTF's regional councils and to inform its strategy and project investment.
- (e) No dataset will include an  $n$  equal to fewer than 10.
- (f) FTF will receive this data once annually through the year 2020.
- (g) FTF will destroy or return to ADE any and all data received pursuant to the terms of this Agreement no later than one year after the termination of this Agreement. This does not include any reports FTF has generated using the data shared by ADE.

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## APPENDIX C

### *Needs and Assets Recurring Data Request*

#### **PARTIES' RESPONSIBILITIES & COURSE OF CONDUCT**

FTF and ADE shall assume the following responsibilities:

- (a) In the ~~X~~-spring of each school year (approximately ~~March~~), ADE will send a data file to FTF with aggregated data on variables specified in the attached excel file for the current school year. Additionally, in 2015, the first year of data agreement, ADE will provide historical annual data for the school years from 2010-2011 through 2013-2014 on variables specified in the attached excel file for the purposes of trend and growth analysis. This data list may be modified based on mutual agreement. ADE will provide this data at statewide, county, school district, school, zip code and geographic code levels when available. If an individual school level data is below the suppression threshold, multiple schools within the district may be aggregated to maintain confidentiality.
- (b) ADE will provide a codebook/data dictionary with the data field calculation methodology for each of the indicators and units requested and that highlights any methodological changes in calculation from the previous year. This will ensure consistency in data sent to FTF each year and enable FTF to analyze and interpret data in accordance with ADE methodology and report to FTF stakeholders.
- (c) ADE will upload the data files, codebook, and any supplementary materials to FTF's Secure File Delivery System account.
- (d) FTF will abide by the Department's redaction policies to provide information to FTF's regional councils and to inform its strategy and project investment.
- (e) No dataset will include an  $n$  equal to fewer than 10.
- (f) FTF will receive this data once annually through the year 2020.
- (g) FTF will destroy or return to ADE any and all data received pursuant to the terms of this Agreement no later than one year after the termination of this Agreement. This does not include any reports FTF has generated using the data shared by ADE.

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**EXECUTIVE SUMMARY**

<b>Issue:</b> Accept Funds from the U.S. Department of Education for the School Emergency Management Program
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Action/Discussion Item

Information Item

**Background and Discussion**

In July, 2014, the U.S. Department of Education released the application for Grants to States for School Emergency Management Program. The purpose of this competitive application is to provide funding to state educational agencies to increase the number of local educational agencies with high-quality emergency operations plans. The School Safety and Prevention unit of the Arizona Department of Education (ADE) applied for these funds and was one of 25 awardees. The Arizona award is for \$577,218 for the grant period of October 1, 2014 through March 31, 2016.

This grant award will allow the ADE to increase the professional development, technical assistance, and guidance documents offered to district and school personnel, including charter and private schools, in order to improve their readiness to respond effectively to campus emergency incidents or large-scale community disasters. Project activities build on the recently revised guidance and training offered to schools, which reflect best practices for school preparedness, and will assist schools in meeting Arizona Revised Statutes §15-341(A)(32), which requires school emergency response plans that meet minimum state requirements.

**Recommendation to the Board**

It is recommended that the Board accept funds awarded for the School Emergency Management Grant from the U.S. Department of Education.

**Contact Information:**

Jean Ajamie, Director, School Safety and Prevention  
Robert Gold, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

**Issue:** Accept funds from the U.S. Department of Justice for the Developing Knowledge about What Works to Make Schools Safe grant.

Action/Discussion Item

Information Item

**Background and Discussion**

In April 2014, the U.S. Department of Justice solicited applications for funding to develop knowledge about the effects of personnel, programs, and activities on school safety in the United States. State educational agencies, in partnership with highly qualified researchers and research organizations, were eligible to apply. The School Safety and Prevention unit of the Arizona Department of Education (ADE), with the University of Arizona, College of Education, applied and was awarded \$4,999,442, the largest amount awarded under this competition. The project is for three years beginning on January 1, 2015.

The purpose of the Arizona project is to investigate the effectiveness of an enhanced training protocol that imbeds School Resource Officers in a multi-disciplinary team that includes school mental health personnel. From the pool of 90 schools that gave preliminary agreement to participate in this project, 45 will be selected to participate. In addition to contributing to the Nation's research base for school safety, this project will aid the ADE in fulfilling the statutory requirement for evaluation of the School Safety Program as required in Arizona Revised Statutes §15-153 (D).

**Recommendation to the Board**

It is recommended that the Board accept funds awarded for the Developing Knowledge about What Works to Make Schools Safe grant from the U.S. Department of Justice.

**Contact Information:**

Jean Ajamie, Director, School Safety and Prevention  
Robert Gold, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve local education agencies' Move On When Reading Literacy Plans which have been reviewed for release of K-3 Reading Base Support funds.

Action/Discussion Item

Information Item

**Background and Discussion**

Move on When Reading (MOWR)

Arizona Revised Statute § 15-701 (A)(2) prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires local education agencies (LEAs) to offer 3<sup>rd</sup> grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute.

A student is exempted from the retention requirement if 1) they are an English Language Learner who has received less than two years of English instruction or 2) they have a disability and their Individual Education Plan (IEP) team agrees promotion is appropriate.

The law specifies that a student may be promoted from 3<sup>rd</sup> grade if data on the statewide reading assessment is not available by the beginning of the school year. Students promoted due to delayed assessment data which subsequently shows the student should have been retained must be provided intervention strategies and supports under the law.

Literacy Plans

Arizona Revised Statute § 15-211(A), requires the 449 LEAs that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs with a letter grade of "C" or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding.

In June 2012, the Board approved the procedures by which literacy plans would be submitted, reviewed and approved, thus allowing distribution of funds to those LEAs.

Nine reviewers with expertise in K-3 literacy have been trained and are in the process of reviewing submitted LEA literacy plans. Each month, the Board will receive a list of LEA plans deemed to contain sufficient criteria for Board approval.

To date: 390 or 87% of LEAs have submitted MOWR Literacy Plans

- 291 – "A, B, C & D" Schools (already funded)
- 61 - are in the process of being reviewed

**Contact Information:**

Sherry Zeeb, Director of K-3 Reading, State Board of Education  
Sabrina Vazquez, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

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- 38 are pending board review Dec. 3<sup>rd</sup>, 2014

LEA Entity ID	LEA Name
79457	A Center for Creative Education
5978	Akimel O'Otham Pee Posh Charter School, Inc.(3-5) ***
78966	Akimel O'Otham Pee Posh Charter School, Inc.K-2) ***
4443	Apache Junction Unified District****
4169	Bisbee Unified District ***
4513	Bouse Elementary District
90328	CAFA, Inc. dba Learning Foundation and Performing Arts Alta Mesa
79047	Career Success Schools
4395	Cedar Unified District *
4263	Creighton Elementary District
88308	Desert Sky Community School, Inc.
10969	Desert Springs Academy
4192	Flagstaff Unified District*
4271	Glendale Elementary District
4212	Hayden-Winkelman Unified District
91275	Hirsch Academy A Challenge Foundation
89786	Imagine Coolidge Elementary, Inc.
4396	Kayenta Unified District
79660	Legacy School
4163	Mcnary Elementary District
4211	Miami Unified District
4503	Mohawk Valley Elementary District
78882	New World Educational Center
79503	Omega Alpha Academy
4255	Paloma School District
4510	Parker Unified School District
88317	Prescott Valley Charter School
90275	Research Based Education Corporation
89414	Sage Academy, Inc.
4514	Salome Consolidated Elementary District
4156	Sanders Unified District
4500	Somerton Elementary District
4451	Stanfield Elementary District

**EXECUTIVE SUMMARY**

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90142	Teleos Preparatory Academy
4450	Toltec School District
4504	Wellton Elementary District
90036	West Valley Arts and Technology Academy, Inc.
4387	Winslow Unified District

To date: 57 LEAs have not submitted literacy plans.

- 27 “A & B” LEAs (District and Charter)
- 1 “B” LEAs with more than 10% FFB
- 20 “C & D” LEAs
- 9 new LEAs or those without a previous letter grade

The State Board has reached out to these sites through various communications to offer assistance in completing a plan, reminding them that funds will not be released without a submitted, reviewed, and approved plan. The State Board is also working in cooperation with the Governing Board for Charter Schools to help get all charter literacy plans sent in.

**Recommendation to the Board**

It is recommended that the Board approve the Move On When Reading LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds, as listed in the item.

**EXECUTIVE SUMMARY**

**Issue:** Delphine J. Wood, C-2013-042, Consideration of Certificate Surrender.

Action/Discussion Item

Information Item

**Background and Discussion**

Delphine J. Wood holds a Standard Elementary Education, K-8, certificate and a Standard Special Education LD K-12 certificate, valid through May 11, 2015; and a Substitute Certificate which expires on July 1, 2099.

Ms. Wood was a teacher at Borman Elementary School located in Tucson, Arizona. On May 3, 2012, a school employee informed the Principal that Ms. Wood smelled of alcohol. The Principal informed Ms. Wood that she was required to take an alcohol breath test. Ms. Wood asked to use the restroom. She left the school campus without telling anyone in order to avoid taking a test for alcohol use. On May 30, 2012, Ms. Wood was placed on administrative leave and notified her that her employment would be terminated. On June 10, 2012 Ms. Wood resigned in lieu of termination.

Ms. Wood was advised of the intent of the State Board (the "Board") to file a complaint against her teaching certificates. In lieu of the filing of a complaint, discussions were entered into to settle the case without a hearing. The Professional Practices Advisory Committee ("PPAC") reviewed the settlement agreement at the July 8, 2014 meeting and recommended the Board approve the settlement agreement.

At the Board's August 25, 2014, meeting, it rejected the proposed Negotiated Settlement Agreement.

Ms. Wood chose to voluntarily surrender her certificate. On October 29, 2014, the Board received Ms. Wood's notarized affidavit in which she surrendered her certificate.

**Possible Rule violations:**

R7-2-1308. Unprofessional and Immoral Conduct

- B (9). Certificate holders shall not "[p]ossess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities."

**Recommendation to the Board**

It is recommended that the Board accept the voluntary surrender of Delphine J. Wood's teaching certificate and that all states and territories be so notified.

**Contact Information:**

Charles Easaw, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Joey Dean Reidhead, C-2014-066R, Consideration of Recommendation to approve application for certification.

Action/Discussion Item

Information Item

**Background and Discussion**

On May 12, 2014, Joey D. Reidhead applied for a Principal Certificate.

He previously applied for a Principal Teaching certification on January 22, 2007. On an employment application for the Whiteriver School District, Mr. Reidhead incorrectly indicated that he had a Principal certificate, when in fact he did not possess a Principal certificate. On August 14, 2007, the Professional Practices Advisory Committee (the "PPAC") conducted a review of Mr. Reidhead's application for a Principal certificate. The PPAC found that his conduct constituted unprofessional conduct and recommended the Board deny his application. The Board approved the PPAC recommendation and denied his application for a Principal certificate. The Board did not sanction his then-existing certificates.

On October 14, 2014, the PPAC met and conducted a review of Mr. Reidhead's current application for a Principal certificate. He appeared before the PPAC due to the prior disciplinary action by the Board. On his application he answered "no" to question number one:

- Have you ever been arrested for any offense for which you were fingerprinted?

The Investigative Unit discovered that he answered "no" to the same question on his 2003 and 2006 renewal applications. Mr. Reidhead failed to disclose an August 1, 2002 conviction for assault and a November 13, 2006 arrest for domestic violence/assault and disorderly conduct. He then answered "yes" to the same question on his 2007 application. Mr. Reidhead stated he was unaware of how to answer the question correctly. The 2002 assault charge was reduced to a misdemeanor and the 2006 case was dismissed.

**Possible Rule violations:**

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

(B) 15. Engage in conduct that would discredit the teaching profession.

**Contact Information:**

Charles Easaw, Chief Investigator  
State Board of Education

## **EXECUTIVE SUMMARY**

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The PPAC found the following mitigating factors:

- Length of time since the misconduct.
- Personal avowal to his passion for teaching and personal abilities.

The PPAC found no aggravating factors.

### **Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee, at its October 14, 2014 meeting, recommended by a vote of 4 to 0 that the State Board approve the application for certification.

### **Recommendation to the Board**

It is recommended that the Board adopt the PPAC recommendation to approve application for certification.

**EXECUTIVE SUMMARY**

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<b>Issue:</b> Theoden Humphrey, case no. C-2014-063R, Consideration of Recommendation to Approve Application for Certification
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Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Humphrey applied for a Standard Secondary Teaching certificate on May 8, 2014. On his application for certification he answered “yes” to the questions:  
Have you ever had any professional certificate or license, revoked or suspended?  
Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

He disclosed on March 10, 2014, the Teachers Standards and Practices Commission of Oregon (“TSPCO”), found him guilty of gross neglect of duty. On September 20, 2008, while authoring a blog, he wrote angry and inappropriate comments about several former students that had graduated. He used a school computer to write on his blog, while his students were taking a test. His superintendent gave him a letter of reprimand and the matter was then reported to TSPCO.

TSPCO suspended his teaching certificate for 30 days, from March 10, 2014 to April 9, 2014.

At its October 14, 2014, meeting, the Professional Practices Advisory committee (“PPAC”) reviewed a review of Mr. Humphrey’s application.

The PPAC found the following mitigating factors:

- Candor exhibited at review hearing
- Letters of recommendation
- He has Oregon certification, although it was suspended from March 10, 2014 through April 9, 2014.
- Continued to be employed by the same school district and same school from the time of discovery of his conduct in 2010, through the end of the 2013-2014 school years when he left voluntarily to move to Arizona.

The PPAC found no aggravating factors.

The PPAC found that Mr. Humphrey’s conduct violated A.R.S. (B)(15),engaging in conduct which would discredit the teaching profession.

The PPAC found sufficient evidence exists that mitigates Mr. Humphrey’s conduct.

**Contact Information:**  
**Charles Easaw, Chief Investigator**  
**State Board of Education**

**EXECUTIVE SUMMARY**

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**Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee recommended by a vote of 4 to 0 that the State Board approve the application.

**Recommendation to the Board**

It is recommended that the Board adopt the PPAC recommendation to approve the application for certification of Theoden Humphrey.

**EXECUTIVE SUMMARY**

**Issue:** Walter John Kurth, C-2014-083R, Consideration of Recommendation to approve application for certification.

Action/Discussion Item

Information Item

**Background and Discussion**

On August 6, 2014, Walter J. Kurth applied for an Adult Education Teaching Certificate.

On his application for certification, Dr. Kurth answered “yes” to the following questions:

- Have you ever had any professional certification or license, revoked or suspended?
- Have you ever received a reprimand or other disciplinary action involving any professional certificate or license?
- Have you ever been arrested for any offense for which you were fingerprinted?

In his disclosure statement, Dr. Kurth disclosed arrests in June 1991 and August 2005 for driving while intoxicated. He pled guilty in both incidents. In 2006, he completed five days in an in-patient treatment program, five weeks of an out-patient treatment program, and joined Alcoholics Anonymous. He has remained sober since.

On September 30, 1986, Dr. Kurth was issued an Iowa Board of Social Work (“Board”) license to practice independent social work in Iowa on. Dr. Kurth applied to renew his Board license at the end of 2006. Dr. Kurth’s license was renewed based on his signed statement that he had completed his continuing education unit credits according to the Board’s requirements which limited independent study to no more than 12 hours. Dr. Kurth later informed the Board that more than 12 hours of his continuing education had been completed in independent study. The Board filed a Notice of Hearing and Statement of Charges against Dr. Kurth on May 28, 2009:

- Count I charged Dr. Kurth with habitual intoxication and inability to practice with reasonable skill and safety by reason of excessive use of alcohol on a continuing basis.
- Count II charged Dr. Kurth with renewing his social work license without completing continuing education as outlined in the Board’s rules and submitting a false report of continuing education or failure to submit the biennial report of continuing education.
- Count III charged him with violation of a regulation, rule, or law of the state which relates to the practice of social work, including, but not limited to the rules of conduct.

**Contact Information:**

Charles Easaw, Chief Investigator  
State Board of Education

## **EXECUTIVE SUMMARY**

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On October 19, 2009, Dr. Kurth entered into a Settlement Agreement and voluntarily surrendered his license to practice social work in the State of Iowa.

On October 14, 2014, The Professional Practices Advisory Committee ("PPAC") conducted a review of Mr. Kurth's application. The PPAC found that Dr. Kurth engaged in the following conduct:

- 2005 DUI following which the applicant declined to participate in an Impaired Practitioners Program and claimed completion of continued education requirements.
- The applicant had completed more hours of independent study than was allowed by the Iowa Board of Social Work and resulted in a Settlement Agreement, dated October 19, 2009, pursuant to which he surrendered his social work certificate.

### **Possible Rule violations:**

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

15. Engage in conduct that would discredit the teaching profession.

The PPAC found the following mitigating factors:

- Letters of Reference.
- Eight years of sobriety.
- Completion of Ph.D.
- Successful teaching career.
- Testimony from applicant's wife regarding Dr. Kurth's sobriety and work ethic.
- Opened and operated, for four years, a recovery home next door to his residence.
- Teaching inmates at La Paloma Correctional Center in Eloy, AZ.

The PPAC found no aggravating factors.

### **Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee, recommended, by a vote of 4 to 0, that the State Board approve the application for certification.

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the Board adopt the PPAC recommendation to approve application for certification.

**EXECUTIVE SUMMARY**

**Issue:** Angela Marie Berry, C-2014-076R, Consideration of Recommendation to approve application for certification.

Action/Discussion Item

Information Item

**Background and Discussion**

On July 8, 2014, Angela M. Berry applied for a School Psychologist Teaching Certificate.

On her application for certification, Ms. Berry answered “yes” to the question “Have you ever received a reprimand or other disciplinary action involving any professional certificate or license?” In her disclosure statement, Ms. Berry stated that in 2011, she applied for licensure with the Arizona State Board of Behavioral Health Examiners (“ASBBHE”) to become a Licensed Substance Abuse Counselor and a Licensed Associated Professional Counselor (“LSAC & LAPC”).

She failed to inform the ASBBHE that she had been terminated from Community Medical Services in 2008; and she failed to list on her application with Southwest Network in 2009 that she had been terminated from Community Medical Services. She was censured by the ASBBHE on October 15, 2012, and then approved as a LSAC and LAPC.

The ASBBHE issued Ms. Berry the LSAC license in 2012 and the LAPC license in 2014, with no restrictions.

At its October 14, 2014, meeting, the Professional Practices Advisory Committee (“PPAC”) found that Ms. Berry engaged in the following conduct:

- Engaged in conduct resulting in an Order of Censure, for misrepresenting termination of her previous employment both in an employment application and in a licensing application.

**Possible Rule violations:**

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

(B) 15. Engage in conduct that would discredit the teaching profession.

**Contact Information:**

Charles Easaw, Chief Investigator  
State Board of Education

## **EXECUTIVE SUMMARY**

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The PPAC found the following mitigating factors:

- Letters of Recommendation.
- Ms. Berry received the certifications she applied for from the body which issued the Order of Censure.

The PPAC found no aggravating factors.

### **Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee recommended by a vote of 4 to 0, that the State Board approve the application for certification.

### **Recommendation to the Board**

It is recommended that the Board adopt the PPAC recommendation to approve application for certification.

**EXECUTIVE SUMMARY**

**Issue:** Consideration to Grant Extensions of Professional Preparation Program Approvals Relating to R7-2-604 - R7-2-604.03.

Action/Discussion Item                       Information Item

**Background and Discussion**

State Board Rules R7-2-604 through R7-2-604.03 relate to the review and approval process for Board approved professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to state certification.

The Board closed rule-making procedures at the October 27, 2014 meeting to revise these Rules. In streamlining the review and approval process for Board approved professional preparation program, reviews will be conducted on cycles designated by program type identified in the table below.

<b>Program Type/Certificate</b>	<b>Submission Date</b>	<b>Expiration Date</b>
Arts Education	December 1 <sup>st</sup>	February 28 <sup>th</sup>
Early Childhood Education	January 1 <sup>st</sup>	March 31 <sup>st</sup>
Early Childhood Education and Early Childhood Special Education	January 1 <sup>st</sup>	March 31 <sup>st</sup>
Elementary Education	September 1 <sup>st</sup>	November 30 <sup>th</sup>
Elementary Education and Special Education	September 1 <sup>st</sup>	November 30 <sup>th</sup>
Principal	November 1 <sup>st</sup>	January 31 <sup>st</sup>
School Counseling	October 1 <sup>st</sup>	December 31 <sup>st</sup>
School Psychology	October 1 <sup>st</sup>	December 31 <sup>st</sup>
Secondary Education	March 1 <sup>st</sup>	May 31 <sup>st</sup>
Special Education	June 1 <sup>st</sup>	September 30 <sup>th</sup>
Superintendent	November 1 <sup>st</sup>	January 31 <sup>st</sup>

**Review and Recommendation of a State Board Committee**

*Not applicable*

**Recommendation to the Board**

It is recommended that the Board grant extensions of professional preparation programs according to the following table in order to allow professional preparation programs time to prepare to submit under the revised State Board Rules R7-2-604 through R7-2-604.03

**Contact Information:**

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section  
 Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

**EXECUTIVE SUMMARY**

<b>ARTS EDUCATION</b>				
<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Grand Canyon University	Bachelor of Arts in Secondary Dance Education	January 31, 2015	December 1, 2015	February 28, 2016
Grand Canyon University	Bachelor of Arts in Secondary Theatre Education	January 31, 2015	December 1, 2015	February 28, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Arts Education (Art, Dance, Dramatic Arts, and Music)	February 25, 2015	December 1, 2015	February 28, 2016
University of Arizona	Bachelor of Fine Arts, Theater Education, B.F.A.	April 23, 2015	December 1, 2015	February 28, 2016

<b>EARLY CHILDHOOD EDUCATION</b>				
<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Arizona State University	Bachelor of Arts in Early Childhood Education and Early Childhood Special Education	January 31, 2015	January 1, 2016	March 31, 2016
Arizona State University	Masters of Education-in Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Grand Canyon University	Bachelor of Science in Early Childhood Education	March 31, 2015	January 1, 2017	March 31, 2017
Grand Canyon	Master of Education in Early	March 31, 2015	January 1, 2017	March 31,

**Contact Information:**

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section  
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

**EXECUTIVE SUMMARY**

University	Childhood Education			2017
Northern Arizona University	Bachelor of Science in Education, Early Childhood Education (B.S.Ed.)	NCATE February 1, 2018	January 1, 2018	March 31, 2018
Ottawa University	Bachelor in Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Ottawa University	Post-Baccalaureate in Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Prescott College	Bachelor's Degree, Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Prescott College	Master's Degree, Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Prescott College	Post-Baccalaureate Degree, Early Childhood Education	January 31, 2015	January 1, 2016	March 31, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Early Childhood	February 25, 2015	January 1, 2017	March 31, 2017
University of Arizona	Bachelor of Arts in Early Childhood Education, B.A.E.	May 18, 2015	January 1, 2017	March 31, 2017
University of Phoenix	Bachelor of Science in Education, Early Childhood Education	January 27, 2017	January 1, 2017	March 31, 2017

**EDUCATIONAL LEADERSHIP/ADMINISTRATION**

<i>Institution</i>	<i>Title of Program</i>	<i>Expiration Date of Program Approval</i>	<i>Submission Date</i>	<i>Expiration Date</i>
Arizona State University	Master of Education, Educational Administration and Supervision (Principal Preparation Program)	April 23, 2015	November 1, 2016	January 31, 2017
Capella University	Doctor of Philosophy in Education-Specialization in Leadership in Educational	January 31, 2015	November 1, 2015	January 31, 2016

**EXECUTIVE SUMMARY**

	Administration			
Capella University	Masters of Science in Education-Specialization in Leadership in Educational Administration	January 31, 2015	November 1, 2015	January 31, 2016
Grand Canyon University	Master of Education in Educational Administration (Principal)	August 25, 2017	November 1, 2017	January 31, 2018
Northern Arizona University	Educational Leadership: Principal (post-degree certificate)	NCATE February 1, 2018	November 1, 2017	January 31, 2018
Northern Arizona University	Educational Leadership: Superintendent (post-degree certificate)	NCATE February 1, 2018	November 1, 2017	January 31, 2018
Northern Arizona University	Masters in Educational Leadership (K-12 Principal)	NCATE February 1, 2018	November 1, 2017	January 31, 2018
Ottawa University	Masters of Arts in Education: Educational Leadership	January 31, 2015	November 1, 2015	January 31, 2016
Prescott College	Master of Education Degree, Principal Certification	February 22, 2015	November 1, 2015	January 31, 2016
Prescott College	Post-Master of Education Degree, Principal Certification	February 22, 2015	November 1, 2015	January 31, 2016
University of Arizona	Educational Leadership Master's Program (EDL)(Superintendent) and Post-Degree Program	June 28, 2015	November 1, 2016	January 31, 2017
University of Arizona	Masters of Education Degree and Post-Degree (Principal)	June 28, 2015	November 1, 2016	January 31, 2017
University of Phoenix	Masters of Education, Administration (Principal)	April 23, 2015	November 1, 2016	January 31, 2017

**EXECUTIVE SUMMARY**

<b>ELEMENTARY EDUCATION</b>				
<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Arizona Christian University	Bachelor of Sciences in Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Arizona State University	Bachelor of Arts in Education, Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Arizona State University	Bachelor of Arts in Education, Elementary Education (Bilingual Education/English as a Second Language)	January 31, 2015	September 1, 2015	November 30, 2015
Arizona State University	Bachelor of Arts in Education, Elementary Education (Science, Technology, Engineering and Mathematics)	January 31, 2015	September 1, 2015	November 30, 2015
Arizona State University	Masters in Elementary Education with Arizona Certification (MAC)	January 31, 2015	September 1, 2015	November 30, 2015
Arizona State University	Masters in Elementary Education with Arizona Intern Teaching Certificate (INMAC)	January 31, 2015	September 1, 2015	November 30, 2015
Grand Canyon University	Bachelor of Science in Elementary Education	January 31, 2015	September 1, 2016	November 30, 2016
Grand Canyon University	Master of Education in Elementary Education	October 28, 2016	September 1, 2016	November 30, 2016
Northern Arizona University	Bachelor of Science in Education, Elementary Education (B.S.Ed.)	NCATE February 1, 2018	September 1, 2017	November 30, 2017
Northern Arizona	Masters in Education, Elementary	NCATE	September 1,	November 30,

**EXECUTIVE SUMMARY**

University	Education (M.Ed.)	February 1, 2018	2017	2017
Northern Arizona University- Yuma	Bachelor of Science in Elementary Education	August 26, 2016	September 1, 2016	November 30, 2016
Ottawa University	Bachelor in Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Ottawa University	Post-Baccalaureate in Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Pima Community College	Post Baccalaureate Teacher Certification Program, Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Prescott College	Bachelor's Degree, Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Prescott College	Master's Degree, Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Prescott College	Post-Baccalaureate Degree, Elementary Education	January 31, 2015	September 1, 2015	November 30, 2015
Rio Salado College	Post Baccalaureate Teacher Certification, Elementary	February 25, 2015	September 1, 2015	November 30, 2015
Rio Salado College/Northcentral	Bachelor of Education in Elementary Education, Certification	February 27, 2015	September 1, 2015	November 30, 2015
Teach-Now	Teach-Now Elementary Program	October 28, 2016	September 1, 2016	November 30, 2016
The American Board for Certification of Teacher Excellence	Elementary Education Program	January 28, 2015	September 1, 2015	November 30, 2015
University of Arizona	Bachelor of Arts in Elementary Education, B.A.E.	April 23, 2015	September 1, 2016	November 30, 2016
University of Arizona, South	Bachelor of Science (BS), Elementary Education	February 25, 2015	September 1, 2015	November 30, 2015

**EXECUTIVE SUMMARY**

University of Phoenix	Bachelor of Science in Education, Elementary	April 23,2015	September 1,2016	November 30,2016
University of Phoenix	Masters of Education, Teacher Education Elementary	April 23,2015	September 1,2016	November 30,2016
Scottsdale Community College	Scottsdale Teacher Education Partnership Post-Baccalaureate Teacher Certification Immersion Program	April 23,2015	September, 2016	November 30,2016

**SCHOOL COUNSELING**

<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Capella University	Masters of Science in Human Services-Specialization in School Counseling (CACREP)	January 31, 2015	October 1, 2015	December 31, 2015
Ottawa	Masters in School Guidance Counseling	January 31, 2015	October 1, 2015	December 31, 2015
Prescott College	Post-Master of Arts in School Guidance Counseling	January 31, 2015	October 1, 2015	December 31, 2015
Prescott College	Master of Arts in School Guidance Counseling	January 31, 2015	October 1, 2015	December 31, 2015
University of Arizona	Masters of Education, School Counseling, M.Ed. (K-12)	April 23, 2015	October 1, 2015	December 31, 2015

**SCHOOL PSYCHOLOGY**

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**EXECUTIVE SUMMARY**

<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Argosy University	School Psychologist Education Specialist	January 31, 2015	October 1, 2016	December 31, 2016
Argosy University	School Psychology Doctor of Psychology	January 31, 2015	October 1, 2016	December 31, 2016
Capella University	Doctorate in School Psychology	January 31, 2015	October 1, 2016	December 31, 2016
Capella University	Masters of Science in Psychology-Specialization in School Psychology and Specialist Certificate in School Psychology	January 31, 2015	October 1, 2016	December 31, 2016
Ottawa	Masters of Arts in Education: School Psychology	January 31, 2015	October 1, 2016	December 31, 2016
University of Arizona	School Psychology (National Accreditation)	April 23, 2015	October 1, 2016	December 31, 2016

**SECONDARY EDUCATION**

<i><b>Institution</b></i>	<i><b>Title of Program</b></i>	<i><b>Expiration Date of Program Approval</b></i>	<i><b>Submission Date</b></i>	<i><b>Expiration Date</b></i>
Arizona Christian University	Bachelor of Sciences in Music Education	January 31, 2015	March 1, 2016	May 31, 2016
Arizona Christian University	Bachelor of Sciences in Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Arizona State University	Bachelors of Arts in Education, Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Arizona State University	Masters in Secondary Education with Arizona Certification (MAC)	January 31, 2015	March 1, 2016	May 31, 2016

**EXECUTIVE SUMMARY**

Arizona State University	Masters in Secondary Education with Arizona Intern Teaching Certificate (INMAC)	January 31, 2015	March 1, 2016	May 31, 2016
Arizona State University	Masters with Arizona Certification-Teacher Education for Arizona Mathematics and Science (TEAMS)	January 31, 2015	March 1, 2016	May 31, 2016
Arizona State University	Bachelor of Arts in History with a Concentration in Secondary Education	January 27, 2017	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Science in Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Grand Canyon University	Bachelor of Arts in History for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Arts in English for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Arts in Math for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Arts in Business for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Arts in Biology for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Bachelor of Arts in Chemistry for Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Grand Canyon University	Master of Education in Secondary Education	January 31, 2016	March 1, 2017	May 31, 2017
Northern Arizona University	Bachelor of Science in Art Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Biology Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018

**EXECUTIVE SUMMARY**

Northern Arizona University	Bachelor of Science in Education, Chemistry Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Earth Science Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, English Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, French Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, General Science Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, German Education (B.S.Ed.)	NCATE February 1, 2017	March 1, 2017	May 31, 2017
Northern Arizona University	Bachelor of Science in Education, Mathematics Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Music Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Physical Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Physical Science Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Physics (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Social Studies Education (B.S.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Bachelor of Science in Education, Spanish Education (B.S.Ed.)	NCATE February 1, 2017	March 1, 2017	May 31, 2017

**EXECUTIVE SUMMARY**

Northern Arizona University	Master's in Education, Biology Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, Chemistry Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, Earth Science Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, English Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, General Science Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, Physical Science Education (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Master's in Education, Physics (M.Ed.)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Certificate for Math or Science Teaching C-MOST (post-degree)	NCATE February 1, 2018	March 1, 2018	May 1, 2018
Northern Arizona University	Masters of Arts in Teaching Spanish Education	NCATE February 1, 2017	March 1, 2017	May 31, 2017
Northern Arizona University	Masters Teaching Science with Certification	January 31, 2015	March 1, 2016	May 31, 2016
Ottawa University	Bachelor in Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Ottawa University	Post-Baccalaureate in Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Pima Community College	Post Baccalaureate Teacher Certification Program, Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Prescott College	Bachelor's Degree, Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Prescott College	Master's Degree, Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016

**EXECUTIVE SUMMARY**

Prescott College	Post-Baccalaureate Degree, Secondary Education	January 31, 2015	March 1, 2016	May 31, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Secondary	February 25, 2015	March 1, 2016	May 31, 2016
Rio Salado College/Northcentral	Bachelor of Education in Secondary Education, Certification	February 27, 2015	March 1, 2016	May 31, 2016
Teach-Now	Teach-Now Secondary Program	January 31, 2015	March 1, 2016	May 31, 2016
The American Board for Certification of Teacher Excellence	Secondary Education Program	January 28, 2015	March 1, 2016	May 31, 2016
University of Arizona	Bachelor of Arts or Bachelor of Science in Secondary Mathematics, B.A. or B.S.	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Bachelor of Science in Agricultural Education, B.S.	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Bachelor of Science in Science Education, B.A.E	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Masters in Classics: Latin Pedagogy	April 23, 2015	March 1 2016	May 31, 2016
University of Arizona	Masters in German Studies (with Secondary Teaching Certification), M.A.	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Masters of Education, Teach Arizona, M.Ed. (English, Mathematics, Social Studies and Science)	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Bachelor of Fine Arts, Art Education, B.F.A	April 23, 2015	March 1, 2016	May 31, 2016
University of Arizona	Bachelor of Fine Arts, Music	April 23, 2015	March 1, 2016	May 31, 2016

**EXECUTIVE SUMMARY**

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	Education, B.F.A.			
University of Arizona, South	Masters of Education (MS), Secondary Education	February 25, 2015	March 1, 2016	May 31, 2016
University of Phoenix	Masters of Education, Teacher Education Secondary	April 23, 2015	March 1, 2016	May 31, 2016

**EXECUTIVE SUMMARY**

**Issue:** Consideration to Approve Ottawa University's Bachelor of Arts in Early Childhood Education/Early Childhood Education-Special Education Relating to ARS §15-203

Action/Discussion Item

Information Item

**Background and Discussion**

Arizona State Board rule R7-2-604(A) states:

The Board shall evaluate and may approve the professional preparation programs which request Board approval. Rules R7-2-604 and R7-2-604.01 apply to all professional preparation programs in teacher, administrator, school guidance counseling, and school psychology programs that lead to certification.

Ottawa University submitted the following documentation to the Arizona Department of Education:

- *Program Components*
- *Field Experience and Capstone Experience*
- *Assessment Plan*
- *Program Matrix*

The Professional Preparation Program Review for the Bachelor of Arts in Early Childhood Education/Early Childhood Education-Special Education submitted by Ottawa University was conducted in June, 2014 and October 2014. Based upon its findings, the team is satisfied the requirements have been met and recommends State Board approval until March 31, 2017.

**Recommendation to the Board**

It is recommended that the Board grant approval to Ottawa University's Bachelor of Arts in Early Childhood Education/Early Childhood Education-Special Education until March 31, 2017.

**Contact Information:**

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section  
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

**EXECUTIVE SUMMARY**

**Issue:** Gifted Education in Arizona Update

Action/Discussion Item

Information Item

**Background and Discussion**

Gifted Education in Arizona has been supported through a combination of state statute and State Board of Education rules for over 30 years. Approximately 8% of Arizona's student population has been identified as a gifted learner, and they require appropriate programs, services and supports so they may develop and achieve according to their abilities and potential.

ARS§15-779 – 15.779.04 is known as Article 4.1 – *Gifted Education for Gifted Children*. These set of statutes were updated through legislative action in 2006 through a broad, bi-partisan consensus of parents, educators and policymakers.

State Board Rule R7-2-406 – *Gifted Education Programs and Services* provides additional aligned guidance for school districts with respect to implementation.

In addition to the guidance provided through adopted rules, the State Board of Education plays an important role through adopting a State Board of Education approved test list for the identification of gifted students in Arizona. (ARS§15-779.02 A. 1. "1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01."). This list includes a wide variety of assessments appropriate for this population of students to ensure a wide variety of choice by local school districts to select assessments that are the most appropriate for their unique contexts.

The State Board of Education Approved Test List for the Identification of Gifted Students in Arizona was last updated by the board in 2005. The list now needs to be updated to reflect new assessments, and new versions of assessments, that may be available.

The ADE proposes a process to enable the test list to be updated in Spring 2015, in time to support school districts for the 2015-2016 school year. The department would move forward to convene a Committee of Experts in January 2015 to review the current list, and make recommendations to the ADE regarding changes or additions to the list. The recommendations of the ADE will then be presented as an information item during the February SBE meeting. The ADE would then seek review and approval of the recommendations as an action item for the March SBE meeting.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Peter Laing, Senior Director Gifted Education & Advanced Placement Programs  
Carol Lippert, Associate Superintendent High Academic Standards for Students

## EXECUTIVE SUMMARY

### **Additional Background – ADE Gifted Education**

**Gifted Education** - <http://www.azed.gov/gifted-education/>

The Gifted Education unit provides leadership and assistance to Arizona public schools in providing appropriate gifted education services K-12 for their gifted learners (approximately 8% of Arizona's student population) so they may develop and achieve according to their abilities and potential.

**Mission:** Champion the academic, intellectual, social and emotional development of Arizona's gifted and advanced learners through ensuring gifted learners in Arizona receive an appropriate gifted education commensurate with their abilities and potential.

- **Supports schools and districts statewide** to recognize how gifted and advanced learners, particularly those children who are culturally, linguistically, or socio-economically diverse, manifest their abilities and potential.
- **Provides technical assistance to schools** regarding how to design, implement, evaluate, and effectively and pragmatically marshal resources to provide a continuum of programs and services to meet the unique academic, social, and emotional needs of gifted learners as an integrated, differentiated learning experience during the regular school day, through modifying how they access the curriculum, and the instructional methods used to teach them.
- **Serves as a resource to parents and community organizations** regarding the academic, intellectual, social, and emotional development of gifted learners in the home.
- **Ensures compliance with state gifted education requirements** through approving and monitoring Scope and Sequences for Gifted Education. These plans are required of all public school districts, and outlines a school district's K-12 identification process and continuum of programs and services offered to ensure that gifted learners receive an appropriate gifted education. The Scope and Sequence must be approved by the local governing board, and must address the following criteria: Program Design, Identification, Curriculum, Instruction, Social Development, Emotional Development, Professional Development of Administrators, Teachers, School Psychologists and Counselors, Parent Involvement, Community Involvement, Program Assessment and Budgeting.



# **Informational Update on the Standards Development Process**

Foreign and Native Language Standards, Arts Standards, and  
Physical Education Standards



# Foreign and Native Language Standards

## 1. **Number of educators involved to date in the process:**

- 50 educators including a core group and new members; additional members will be added in the near future for upcoming meetings and more will be included during the public review period.

## 2. **Number of committee meetings conducted to date:**

- 3 webinars and 3 face to face meetings as of 12/03/14
- Webinars occurred in July 2014, August 2014, and December 2014
- In-person meetings occurred in August, September, and October of 2014

## 3. **Current progress:**

- We currently have an initial draft that a core group of educators will work to refine in November/December/January to prepare a draft to be shared with the State Board of Education for approval prior to beginning a public review process.

## 4. **Initial Presentation of Draft to State Board for Public Review:**

- We project a public draft will be presented to the State Board for approval at the January 26<sup>th</sup> meeting.
- Upon approval of the draft, a four-week public review process will commence which will also include review by an expert panel.

## 5. **Presentation of Final Draft to the State Board:**

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the April 27 , 2015 State Board of Education meeting.

# Arts Standards

## 1. Number of educators involved to date in the process:

- 43 educators comprised a core group with an additional 175 involved in the review of drafts.

## 2. Number of committee meetings conducted to date:

- 4 webinars and 3 meetings (held over 5 days) as of December, 2014.
- Webinars occurred in July and August, 2014.
- In-person meetings occurred in August, September, and December, 2014.

## 3. Current progress:

- The core Arts Standards Revision committee has created initial drafts that are being shared with an expanded educator group. To date, more than 175 arts educators have been involved in this process.

## 4. Initial Presentation of Draft to State Board for Public Review:

- We project a public draft will be presented to the State Board for approval at the February 23<sup>rd</sup> State Board of Education meeting.
- Upon approval of the draft, a four-week public review process will commence which will also include review by an expert panel.

## 5. Presentation of Final Draft to the State Board:

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the April 27, 2015 State Board of Education meeting.

# Physical Education Standards

## 1. **Number of educators involved to date in the process:**

- 39 educators have been involved thus far with an additional group of 25 educators who have committed to a second round of revision; additional members will be added in the near future for upcoming meetings and more will be included during the public review period.

## 2. **Number of committee meetings conducted to date:**

- 3 webinars and 2 face-to-face meetings as of 11/15/14
- 3 webinars have occurred in July 2014, August 2014 and September 2014
- 2 in-person meetings occurred in October 2014

## 3. **Current progress:**

- Currently an initial draft has been developed by a core group of educators. This is currently being reviewed and refined by additional educators and is projected to be completed by the end of November, 2014.
- A second round of edits will be completed by development teams by the end of December.

## 4. **Initial Presentation of Draft to State Board for Public Review:**

- We project a public draft will be presented to the State Board for approval at the January 26<sup>th</sup> State Board of Education meeting.
- Upon approval of the draft, a four-week public review process will commence which will also include review by an expert panel.

## 5. **Presentation of Final Draft to the State Board:**

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the April 27, 2015 State Board of Education meeting.

**EXECUTIVE SUMMARY**

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<b>Issue:</b> Informational Update on Standards Development Process for Foreign and Native Language Standards, Arts Standards, Physical Education Standards.
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Action/Discussion Item

Information Item

**Background and Discussion**

ADE and specifically the K-12 Academic Standards Section/High Academic Standards for Students Division presented a formal process for the development of standards at the May, 2014 State Board meeting. Upon approval at the May meeting by the State Board of Education, the process was used to begin development of the following standards: Foreign and Native Languages (*last adopted 4/28/97*), Arts (*last adopted 6/26/06*), and Physical Education (*last adopted 10/26/09*).

During the past several months, ADE has convened educators and experts from across Arizona to begin the standards development process. This information serves to provide an update to the Board on the current status of standards development for Foreign and Native Languages, Arts, and Physical Education and to present a projected timeline for remaining work to be completed.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Sarah Galetti, Deputy Associate Superintendent, K-12 Academic Standards  
Carol Lippert, Associate Superintendent, High Academic Standards for Students

**EXECUTIVE SUMMARY**

**Issue:** Consideration to appoint and/or reappoint members of the Professional Practices Advisory Committees

Action/Discussion Item                       Information Item

**Background and Discussion**

The Arizona State Board of Education (Board) is responsible for the supervision and control of educators in Arizona’s public school districts. The Board appoints a Professional Practices Advisory Committee (PPAC), which advise the Board on certification matters related to immoral or unprofessional conduct; unfitness to teach; revocation, suspension, or surrender of certificates; and formal letters of censure. In May 2013, the Board amended its rules to allow for the establishment of multiple PPACs.

Each PPAC consists of seven members that serve staggered 4-year terms – one elementary classroom teacher, one secondary classroom teacher, one principal, one superintendent or assistant/associate superintendent, one local governing board member, and two lay members (one lay member must be the parent of a student currently attending public school).

The appointments proposed herein would establish a second working PPAC. In order to ensure that both PPAC have seasoned members and new members, and to allow for measured turnover on the PPAC, staff recommends modified staggered terms of existing and new members as follows:

**PPAC #1**

Name of Proposed Member	Membership Category	Existing or New Member	Proposed Term
Vacant	Elementary Classroom Teacher	--	Term to expire 7/31/16
Jonathon Parker	Secondary Classroom Teacher	E	Extend Term to 12/31/15
Michelle Berg	Principal	N	1/1/2015 – 7/31/18
Denise Birdwell	Superintendent	N	1/1/2015 – 7/31/17
Randy Schiller	Governing Board Member	N	Term through 7/31/17
Paula Wilk	Lay Member	E	Extend Term to 7/31/15
Ezekiel (Zeke) Zesiger	Lay Member	N	1/1/2015 – 7/31/16

**PPAC #2**

Name of Proposed Member	Membership Category	Existing or New Member	Proposed Term
Vacant	Elementary Classroom Teacher	--	Term to expire 7/31/17
Jay Cryder	Secondary Classroom Teacher	N	1/1/2015 – 7/31/18
Claudio Coria	Principal	N	1/1/2015 – 7/31/16
Sheila Rogers	Superintendent	E	Extend Term to 7/31/15
Bonnie Sneed	Governing Board Member	E	Current term to 7/31/16
Vacant	Lay Member	--	Term expires 7/31/17
Chad Sampson	Lay Member	N	1/1/2015 – 7/31/18

**Recommendation to the State Board**

It is recommended that the Board appoint and/or reappoint members to the PPAC as listed in the material.

**Contact Information:** Christine M. Thompson, Executive Director

**EXECUTIVE SUMMARY**

**Issue:** Consideration for Career and Technical Education programs integrating Arizona's Academic Content Standards in Economics for the purpose of allowing the issuance of Economics credits, pursuant to R7-2-302 (4)(a)

Action/Discussion Item

Information Item

**Background and Discussion**

Pursuant to R7-2-302(4), local governing boards or charter schools may grant Career and Technical Education (CTE) program completers credits toward the Board English, mathematics, science and economics credit requirements for graduation if 1) the State Board has approved the CTE program for equivalent credit to be used toward the Board English, mathematics, science and economics credit requirements of graduation; 2) the credit or partial credit only counts toward one credit or partial credit toward satisfying the 22 total required credits, and 3) the student who satisfies any part of the Board English, mathematics, science and economics credit requirements of graduation through the completion of a CTE program must earn 22 credits total credits to meet the high school graduation requirements.

ADE/CTE uses a process that analyzes the industry-based Technical Skill Standards for CTE programs for high school level integrated Arizona Academic Content Standards in specific content areas. Utilizing this process, sufficient Arizona High School Social Studies Strand 5 Economics Standards have been identified in four CTE programs to warrant eligibility for the one-half credit in economics required for high school graduation.

The attachment contains a sample page from each of the four analysis documents identifying the embedded economics standards. Complete documents are available upon request and will be posted to the CTE website for district use.

**Recommendation to the Board**

It is recommended that the Board grant approval to the following CTE programs as eligible for equivalent credit to be used toward the one-half credit in economics required in the Board high school graduation requirements.

- Professional Sales and Marketing
- Entrepreneurship
- Entertainment Marketing
- Agribusiness Systems

**Contact Information:**

Jeanne Roberts, Deputy Associate Superintendent, Career and Technical Education  
Robert Gold, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

Arizona's Social Studies Standards – Strand 5: Economics in PROFESSIONAL SALES AND MARKETING

Strand 5: Economics			
Concept 1: Foundations of Economics			
<i>Performance Objectives</i> <small>Students are expected to:</small>	<i>CTE Standard / Measurement Criterion</i>	<i>Application of Economics Standard</i>	<i>Explanations and Examples</i>
<p><b>PO 1.</b> Analyze the implications of scarcity:</p> <ol style="list-style-type: none"> <li>limited resources and unlimited human wants influence choice at individual, national, and international levels</li> <li>factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)</li> <li>marginal analysis by producers, consumers, savers, and investors</li> </ol>	<p><b>STANDARD 1.0 – ANALYZE FACTORS THAT INFLUENCE CONSUMER BEHAVIOR</b></p> <ol style="list-style-type: none"> <li>Describe how personal values influence consumer behavior</li> <li>Describe how diversity influences purchasing decisions made by consumers</li> <li>Analyze customer buying decisions</li> <li>Explain the role of business in society</li> </ol> <p><b>STANDARD 2.0 – ANALYZE ECONOMIC PRINCIPLES AND PRICING STRATEGIES</b></p> <ol style="list-style-type: none"> <li>Describe the nature of economics and economic activities.</li> <li>Discuss the concept of competition</li> <li>Explain the concept of productivity</li> <li>Describe economic indicators and trends (GDP, CPI, etc.)</li> </ol> <p><b>STANDARD 8.0 – EXAMINE FUNDAMENTAL MANAGEMENT CONCEPTS THAT AFFECT BUSINESS DECISION MAKING</b></p> <ol style="list-style-type: none"> <li>Describe the methods an organization can use to manage its economic resources</li> <li>Discuss the role of management in achieving quality</li> </ol>	<p>Students will be introduced to different economic systems. In the course of comparing market, command, and mixed economies, it develops key economic concepts like resources, scarcity, and basic economic questions. .</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>What is meant by the term economy.</li> <li>The factors of production.</li> <li>The three basic economic questions.</li> <li>The difference between a market economy, command economy, and mixed economy.</li> <li>Different types of economic philosophies.</li> <li>The goals of an economy</li> <li>The various measurements used to analyze an economy</li> </ul> <p><b>Concept Vocabulary</b></p> <ul style="list-style-type: none"> <li>economy</li> <li>resources</li> <li>capital</li> <li>land</li> <li>labor</li> <li>entrepreneurship</li> <li>factors of production</li> <li>scarcity</li> </ul>	<p>Student will play the game of Monopoly implementing 3 different versions; a "free market" system, a Communist system and finally in a Socialist economic system. After each game the students fill in a reflection sheet answering questions:</p> <ol style="list-style-type: none"> <li>List your team member's names and the amount of money each member has at the conclusion of the game playing it in a(n) _____ economic system.</li> <li>How many in your group have <u>more</u> money than you started with?</li> <li>How many have <u>less</u> money?</li> <li>For those who have more money than you started with, do you think you success was due to luck or to wise risk-taking? Was the game fair?</li> <li>What are the advantages to _____ economies? Why?</li> </ol> <p>Final reflection: Contrast the three ways that your team participated in the game of Monopoly. Cite specific examples of situations that happened to players as much as possible. The three methods of playing were Free Enterprise, Democratic Socialism, and Communism. Be sure to use the rules of how each game was played in your summary.</p> <p>Points to include in summary:</p> <ul style="list-style-type: none"> <li>Profit and risk</li> <li>Competition</li> <li>Freedom of choice</li> <li>Who makes economic decisions about resources?</li> </ul>

**EXECUTIVE SUMMARY**

**Arizona's Social Studies Standards – Strand 5: Economics for ENTREPRENEURSHIP/MARKETING**

<p>Strand 5: Economics                      Concept 2: Microeconomics                      Performance Objectives                      Students are expected to:</p>	<p>CTE Standard / Measurement Criterion</p>	<p>Application of Economics Standard</p>	<p>Explanations and Examples</p>
<p><b>Concept 2</b>                      PO 2. Describe how markets function:                      a. laws of supply and demand                      b. how a market price is determined                      c. graphs that demonstrate changes in supply and demand                      d. how price ceilings and floors cause shortages or surpluses                      e. comparison of monopolistic and competitive behaviors                      f. theory of production and the role of cost</p>	<p><b>STANDARD 5.0 – ANALYZE ECONOMIC PRINCIPLES AND CONCEPTS FUNDAMENTAL TO BUSINESS</b>                      5.2 Explain the principles of supply and demand                      5.3 Discuss the concept of competition (i.e., pure competition, monopoly, oligopoly, etc.)  <b>STANDARD 7.0 – APPLY CONCEPTS, SYSTEMS, AND TOOLS NEEDED TO MANAGE INFORMATION</b>                      7.7 Identify ways that technology impacts business  <b>STANDARD 9.0 – APPLY ADVERTISING STRATEGIES</b>                      9.5 Evaluate costs/benefits of participation in community activities  <b>STANDARD 12.0 – IDENTIFY THE ESSENTIALS OF BUSINESS START-UP</b>                      12.2 Analyze the factors to be considered when buying or leasing a business site                      12.3 Evaluate advantages and disadvantages of certain business locations  <b>STANDARD 14.0 – DEVELOP A MARKETING STRATEGY FOR A NEW AND AN EXISTING BUSINESS</b>                      14.6 Explain the impact of product life cycles on decisions</p>	<p>Students will be able to discuss the laws of supply and demand. They will also be able to explain how to determine the market price for a product through graphing supply and demand curves.                      Students will determine how environmental factors can influence supply and demand causing an increase in supply or a decrease in demand which will cause the market price to decrease.                      Students will determine how environmental factors can influence supply and demand causing a decrease in supply or an increase in demand which will cause the market price to increase.                      Students will graph supply and demand. They will be able to label market clearing price. They will also be able to explain how a price set above market clearing price can cause a surplus. Also, they will be able to explain how a price set below market clearing price can cause a shortage.                      Students will graph shifts in demand and supply as well. When prices are regulated by the government, market failures may occur. A price ceiling may result in a price being set that falls below the natural market price, which may cause a shortage. A price floor may result in a price being set that falls above the natural market price which may result in a surplus.</p>	<p><b>The Market in Wheat (Apples or Cherries) Game.</b> Students will play the roles of sellers and buyers in a market simulation. They will negotiate prices for their product in which both the seller and buyer walk away better off.                      Students try to negotiate as many voluntary exchanges as possible within each round as possible. Their goal is to gain as much "profit" as they can overall. They may take a loss on a couple of negotiations to get into a better position overall.                      Students will practice graphing supply and demand. They will practice labeling market clearing price. They will determine if a price floor will cause a shortage or surplus and calculate the amount of units over or under. They will also determine if a price ceiling will cause a shortage or a surplus and calculate the amount of units over or under.  <b>The Market Never Stands Still.</b> Graphing simulations for students to practice identifying how economic events impact demand or supply for a product and the resulting shift in demand or supply. They determine if demand or supply will increase or decrease and then graph the results several times for practice and retention.                      Within the <b>Business Plan project</b>, students will analyze the costs of product for their business. They will determine the unit cost and develop a pricing strategy designed to reach a</p>

**EXECUTIVE SUMMARY**

**Arizona's Social Studies Standards – Strand 5: Economics for ENTERTAINMENT**

Strand 5: Economics	<i>CTE Standard / Measurement Criterion</i>	<i>Application of Economics Standard</i>	<i>Explanations and Examples</i>
<p><b>Concept 1: Foundations of Economics</b></p> <p><i>Performance Objectives</i>  <i>Students are expected to:</i></p> <p><b>PO 1.</b> Analyze the implications of scarcity:</p> <ul style="list-style-type: none"> <li>a. limited resources and unlimited human wants influence choice at individual, national, and international levels</li> <li>b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)</li> <li>c. marginal analysis by producers, consumers, savers, and investors</li> </ul>	<p><b>STANDARD 3.0 – EXPLAIN BUSINESS AND ENTREPRENEURIAL CONCEPTS THAT AFFECT BUSINESS DECISIONS</b></p> <p>3.5 Describe the techniques/strategies used by an organization to manage its economic resources (b., c.)</p> <p><b>STANDARD 4.0 – EXPLORE LEADERSHIP AND MANAGEMENT PRINCIPLES RELATED TO MARKETING</b></p> <p>4.6 Describe the roles of support staff, supervisors, managers, and technology in achieving goals (b.)</p>	<p>Students will be introduced to different economic systems. In the course of comparing market, command, and mixed economies, the students develop knowledge of key economic concepts like resources, scarcity, and basic economic questions. They are also given an overview of economic measurements countries use to assess their economies.</p> <ul style="list-style-type: none"> <li>• What is meant by the term economy.</li> <li>• The factors of production.</li> <li>• The three basic economic questions.</li> <li>• The difference between a market economy, command economy, and mixed economy.</li> <li>• Different types of economic philosophies.</li> <li>• The goals of an economy</li> <li>• The various measurements used to analyze an economy</li> </ul>	<p><i>FREE National Council on Economics Education Print Publications. Also found online at the EdEcon link website: <a href="http://www.econedlink.org/lessons/">http://www.econedlink.org/lessons/</a></i></p> <p>Examples listed below for Concept 1 PO 1. There are lists of lessons found at the above link that incorporate each economic concept.</p> <p><b>Concept 1 PO 1:</b></p> <ul style="list-style-type: none"> <li>(a) <i>To Choose or Not to Choose? That is Not the Question!</i> (Cap)</li> <li>Students make a decision after identifying the alternatives and their anticipated cost and benefits.</li> <li>(b) <i>Scarcity and Choice – Old MacDonald to Uncle Sam.</i> (LPFWATW)</li> <li>Students participate in a role-play as producers of two goods, allowing students to experience scarcity. They make choices about choosing their scarce resources to produce both or one of two goods. Then they construct possibility curves, compute opportunity cost, and conclude that scarcity requires choice and every choice has an opportunity cost.</li> <li>(c) <i>Lesson 2 – Economic Decision Making – (EIA)</i></li> <li>Students brainstorm ways to allocate a scarce good within the classroom. Then they work with a decision making model that helps them make a decision about this allocation by showing them how to evaluate the merits of each alternative. Finally, students classify examples of market, traditional, and command economic systems.</li> </ul>

**EXECUTIVE SUMMARY**

**Arizona's Social Studies Standards – Strand 5: Economics for AGRIBUSINESS**

	<i>CTE Standard / Measurement Criterion</i>	<i>Application of Economics Standard</i>	<i>Explanations and Examples</i>
<p>Strand 5: Economics                      Concept 3: Macroeconomics  <i>Performance Objectives Students are expected to:</i>                      PO 1. Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.</p>	<p><b>STANDARD 17.0 – APPLY BUSINESS PRACTICES IN THE AGRICULTURAL INDUSTRY</b>                      17.7 Explain economic principles in agriculture</p>	<p>-Define scarcity, and identify limited resources for an individual and country                      -Describe macroeconomics terms, and determine how they can be used to assess the health of a country's economy.                      -Analyze the impact of inflation and deflation on individuals, businesses, and the economy as a whole, and define fiat currency.                      -Examine the stages of the business cycle, and define recession and depression.</p>	<p>Divide the students into small groups. Have them select a country (other than the United States) to research. The students should use the major imports of that country to make educated guesses regarding the shortages or scarcity of certain items.                      Have students research the debt ceiling and what happens when a country is in debt. (what policies are put in place, what programs are started to form solutions, etc.)</p>
<p>PO2 Explain the effects of inflation and deflation on different groups (e.g., borrowers</p>	<p><b>STANDARD 17.0 – APPLY BUSINESS PRACTICES IN THE AGRICULTURAL INDUSTRY</b>                      17.7 Explain economic principles in agriculture</p>	<p>-Describe macroeconomics terms, and determine how they can be used to assess the health of a country's economy.                      -Analyze the impact of inflation and deflation on individuals, businesses, and the economy as a whole, and define fiat currency.                      -Examine the stages of the business cycle, and define recession and depression.</p>	<p><i>Interview - Ask students to interview people on a fixed budget. They should determine how the economic conditions have impacted them. Then they should report their findings to the class.</i></p>
<p>PO 3 Describe the economic and non-economic consequences of unemployment.</p>	<p><b>STANDARD 17.0 – APPLY BUSINESS PRACTICES IN THE AGRICULTURAL INDUSTRY</b>                      17.7 Explain economic principles in agriculture</p>	<p>-Understand the definition if unemployment                      -Understand how unemployment occurs in an economy                      -Understand the consequences of a high unemployment rate.</p>	<p>Find a recent newspaper article regarding the unemployment rate and make copies for all of your students. Unemployment rates are updated quarterly, so a recent article should be available. Ask students what they think unemployment means. Then ask them to read the article. Ask if it is better to have a high unemployment rate</p>

**EXECUTIVE SUMMARY**

**Issue:** Consideration for Career and Technical Education programs integrating Arizona's Academic Content Standards in Science for the purpose of allowing the issuance of science credit, pursuant to R7-2-302 (4)(a)

Action/Discussion Item

Information Item

**Background and Discussion**

Pursuant to R7-2-302(4), local governing boards or charter schools may grant Career and Technical Education (CTE) program completers credits toward the Board English, mathematics, science and economics credit requirements for graduation if 1) the State Board has approved the CTE program for equivalent credit to be used toward the Board English, mathematics, science and economics credit requirements of graduation; 2) the credit or partial credit only counts toward one credit or partial credit toward satisfying the 22 total required credits, and 3) the student who satisfies any part of the Board English, mathematics, science and economics credit requirements of graduation through the completion of a CTE program must earn 22 credits total credits to meet the high school graduation requirements.

ADE/CTE uses a process that analyzes the industry-based Technical Skill Standards for CTE programs for high school level integrated Arizona Academic Content Standards in specific content areas. Utilizing this process, sufficient Arizona High School Science Standards have been identified in seven CTE Agriculture programs to warrant eligibility for credit in science required for high school graduation. The seven Agriculture Education programs require two courses in applied biological systems and one course in Agriscience in the CTE Agriculture program sequence as described in the attached program description. Agriculture programs require a minimum of a 3 course sequence and is recommended eligible for 1 credit in science. Agriculture programs have the option of teaching a 4 course sequence; in schools that can accommodate the 4 course sequence it is recommended the program be eligible for 2 credits in science.

The attachments contain a sample description of the Agricultural Plant Systems program describing the three science-based courses required in the sequence. Also attached are the CTE Plant Systems standards for the 3 courses. The additional six Agricultural programs require the same science courses and use the same standards.

**Recommendation to the Board**

It is recommended that the Board grant approval to the following CTE programs as eligible for equivalent credit to be used toward the science credits required in the Board high school graduation requirements as described in the above paragraphs.

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Renewable Resources Systems

**Contact Information:**

Jeanne Roberts, Deputy Associate Superintendent, Career and Technical Education  
Robert Gold, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

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- Plant Systems
- Power, Structural and Technical Systems

**PROGRAM:**           **Plant Systems - Agricultural Business Management**

**PROGRAM  
CIP CODE:**           **01.0100.30**

**DESCRIPTION:**    The **Plant Systems - Agricultural Business Management** program is designed to prepare students for employment in the Agriculture, Food and Natural Resources career cluster as defined by the USDE Office of Vocational and Adult Education. Students completing this program will possess the appropriate cluster technical knowledge and skills associated with the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, applied academic, and life management skills. The program utilizes a delivery system made up of three essential and required components: formal instruction, experiential education through Supervised Agricultural Experiences (SAE), leadership and personal development through the Career and Technical Student Organization, FFA. A model for this delivery system appears in the approved Curriculum Framework booklet.

**RECOMMENDED PROGRAM SEQUENCE OF COURSES:**

**Career  
Preparation**           The following describes the recommended Career Preparation courses developed from industry-validated skills for initial employment or continued related education. All the state-designated Agricultural Business Management - Agriscience standards are addressed in this instructional sequence.

**EXECUTIVE SUMMARY**

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01.0100.10 **Agricultural Business Management - Introduction to Applied Biological Systems:** Students must attain these Standards in a coherent sequence of courses 01.0100.10 and 01.0100.12. Biology credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is required that these standards are covered in a two-course sequence during the 9th and 10th grades.

**-and-**

01.0100.12 **Agricultural Business Management - Applied Biological Systems:** Students must attain these Standards in a coherent sequence of courses 01.0100.10 and 01.0100.12. Biology credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is required that these standards are covered in a two-course sequence during the 9th and 10th grades.

**-and-**

01.0100.14 **Agricultural Business Management - Agriscience:** These Standards are designed to deliver the lab science standards associated with the Agriculture, Food and Natural Resources career cluster. Lab science credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is recommended that these standards be covered in course sequences during the 10th through 12th grades. This specific course is the 11th grade course.

**-and-**

01.0100.30 **Plant Systems:** Prepares students for careers in Agronomic, Horticulture, Forestry, Turf, Viticulture, Soils, etc.

**And program may elect to add:**

**EXECUTIVE SUMMARY**

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01.0100.75 **Agricultural Business Management - Agriscience - Internship:** This course provides students an opportunity to apply previously developed knowledge and skill in Agricultural Business Management - Agriscience into a structured work experience within the same field of study. This work experience doesn't necessarily require classroom instruction and may be paid or unpaid. This is part of the student's SAE component.

**-or-**

01.0100.80 **Agricultural Business Management - Agriscience - Cooperative Education:** This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Agricultural Business Management - Agriscience program.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

<b>PLANT SYSTEMS, 01.0100.30</b>	
<b>STANDARD 1.0 – DEMONSTRATE LABORATORY PROCEDURES AND SAFETY PRACTICES</b>	
1.1	Demonstrate safe practices in a home, classroom, laboratory, and work situation
1.2	Identify safety precautions that involve working with hazardous biological materials
1.3	Examine the impact of safety compliance on business and employees
1.4	Interpret parts of an MSDS sheet
1.5	Interpret recommended personal protection equipment (PPE)
1.6	Safely operate and maintain equipment
<b>STANDARD 2.0 – DESCRIBE CELL BIOLOGY STRUCTURES AND PROCESSES</b>	
2.1	Explore the cells, tissues, and organs
2.2	Recognize the structure and function of DNA
2.3	Explain the process of creating proteins from DNA
2.4	Explain the role of the cell and cellular processes (i.e. , mitosis, meiosis, osmosis)
2.5	Examine the molecular basis of heredity and resulting genetic diversity
2.6	Specify methods and requirements by which an organism’s genetic code can be altered using biotechnology techniques
2.7	Determine how scientists continue to investigate and critically analyze DNA cloning
2.8	Outline the scientific principles and processes involved in biological evolution
<b>STANDARD 3.0 – DESCRIBE BASIC PRINCIPLES OF NUTRITION</b>	
3.1	Determine the essential nutrients for organisms and describe their importance
3.2	Explore the nutritional needs of humans, animals and/or plants
3.3	Explain the process of food digestion and nutrient absorption
3.4	Identify common nutrition problems
<b>STANDARD 4.0 – DESCRIBE SCIENTIFIC CLASSIFICATION</b>	
4.1	Investigate the seven levels of classifications (Kingdom, Division, Class, Order, Family, Genus, Species)

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Technical knowledge and skill standards and related assessment items were updated August 2011. Assessment items were piloted Fall 2011.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

4.2	Investigate the five kingdoms (Bacteria, Protists, Fungi, Plants, Animals)
4.3	Create and utilize a dichotomous key
<b>STANDARD 5.0 – DESCRIBE PRINCIPLES OF PLANT GROWTH AND PRODUCTION</b>	
5.1	Identify parts of plants and their functions
5.2	Explore methods of classifying plants
5.3	Recognize the physiological needs of plants
5.4	Explain plant sexual and asexual reproduction
5.5	Demonstrate plant propagation
<b>STANDARD 6.0 – DESCRIBE PRINCIPLES OF ANIMAL GROWTH AND PRODUCTION</b>	
6.1	Describe the epidermis system
6.2	Describe the musculoskeletal system
6.3	Describe the nervous system
6.4	Describe the circulatory system
6.5	Describe the respiratory system
6.6	Describe the digestive system
6.7	Describe the urinary system
6.8	Describe the reproductive system
6.9	Describe the endocrine system
6.10	Recognize the physiological needs of living animals
6.11	Explore animal health control practices
6.12	Explain animal reproduction practices
6.13	Explore benefits to health care that have resulted from advances in technology
<b>STANDARD 7.0 – USE SCIENTIFIC PROCESSES TO ANALYZE DATA</b>	
7.1	Formulate predictions, questions, or hypotheses based on observations

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Technical knowledge and skill standards and related assessment items were updated August 2011. Assessment items were piloted Fall 2011.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

7.2	Evaluate appropriate resources for research
7.3	Illustrate the scientific method
7.4	Design and conduct controlled investigations
7.5	Design data tables, charts, and graphs
7.6	Record observations, notes, sketches, questions, and ideas during the investigation
7.7	Analyze data to explain results and propose further investigations
7.8	Communicate conclusions of investigations
<b>STANDARD 8.0 – DESCRIBE THE PRINCIPLES OF ECOLOGY &amp; ENVIRONMENTAL SCIENCE</b>	
8.1	Analyze the organization of living systems
8.2	Recognize the role of energy within living systems
8.3	Analyze the symbiotic relationships among various organisms and their environment
8.4	Discuss the different classifications of natural resources in the environment
8.5	Evaluate environmental and natural resource sciences
8.6	Evaluate sustainable agriculture systems
<b>STANDARD 9.0 – DISCUSS BIOTECHNOLOGY</b>	
9.1	Analyze how specific cultural and/or social issues promote or hinder scientific advancements
9.2	Evaluate new agricultural products developed as a result of advances in technology
9.3	Examine the effects of biotechnology on food safety and processing techniques
9.4	Discuss how biotechnology has improved nutrition
9.5	Discuss biotechnology techniques that have contributed to improved health
9.6	Explain how biotechnology has influenced medicines
9.7	Compare the impact of biotechnology on the length and quality of life
9.8	Describe the effects of technology and biotechnology on the environment
9.9	Describe benefits to the environment as a result of advances in technology

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

9.10	Compare the impact of biotechnology on the production, processing, storage, and preparation of food
9.11	Discuss the effects of plant biotechnology in sustainable agriculture systems
<b>STANDARD 10.0 – DESCRIBE FOOD SAFETY AND PROCESSING PRACTICES</b>	
10.1	Identify food safety practices
10.2	Describe food-processing practices
10.3	Identify new and innovative food products developed as a result of advances in technology
10.4	Investigate food labeling practices
10.5	Compare marketing techniques in the food industry
<b>STANDARD 11.0 – INVESTIGATE ETHICS IN THE AGRICULTURE INDUSTRY</b>	
11.1	Assess ethics in leadership and agricultural production
11.2	Evaluate business dealings with friends, family, or competitors
11.3	Evaluate pricing and sales incentives
11.4	Evaluate potential environmental damage of agriculture practices
11.5	Discuss bioethical issues
<b>STANDARD 12.0 – ANALYZE AGRICULTURAL LITERACY TOPICS</b>	
12.1	Discuss the development of agriculture in America
12.2	Examine Arizona agriculture and its advancements
12.3	Discuss misconceptions in agriculture
12.4	Differentiate between standard operating procedures on commercial, small scale, and organic production techniques
12.5	Describe the facets of agriculture
12.6	Discuss how regulatory agencies affect agriculture
<b>STANDARD 13.0 – INVESTIGATE APPROVED PRACTICES OF DISEASE CONTROL</b>	
13.1	Differentiate between common diseases
13.2	Assess symptoms of common diseases and parasites

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Technical knowledge and skill standards and related assessment items were updated August 2011. Assessment items were piloted Fall 2011.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

13.3	Evaluate economic impact of diseases on production
13.4	Compare methods by which diseases are spread
13.5	Evaluate the most economical and environmentally safe disease control and prevention methods
13.6	Conduct an investigation on an infected field/organism
13.7	Propose corrective actions needed to treat an infected field/organism
<b>STANDARD 14.0 – INVESTIGATE APPROVED NUTRITIONAL PRACTICES</b>	
14.1	Research common nutrient deficiency symptoms and treatment options
14.2	Recommend nutrient and quantity requirements
14.3	Evaluate diagnosis, treatment, and prevention of nutrient deficiency
14.4	Inspect supplemental and additive ration/fertilizer composition
14.5	Prepare samples for testing and diagnosis
14.6	Test methods of fertilizer/nutrient application
14.7	Examine the relationship between nutrient practices and yield amounts
<b>STANDARD 15.0 – ANALYZE THE INTERACTION AMONG ENVIRONMENTAL AND NATURAL RESOURCES SCIENCES</b>	
15.1	Demonstrate how dynamic processes such as weathering, erosion, and sedimentation relate to redistribution of materials in the earth system
15.2	Investigate soil morphology
15.3	Illustrate land-use and water-use planning
15.4	Explain factors that impact current and future water quantity and quality including surface, ground, and local water issues
15.5	Compare fossil fuels and biofuels and how they are affecting the environment
15.6	Describe how human activities and natural causes can lead to pollution
15.7	Evaluate the effectiveness of conservation practices on environmental quality and biodiversity
<b>STANDARD 16.0 – INVESTIGATE IMPACTS OF INTEGRATED PEST MANAGEMENT OPTIONS</b>	
16.1	Classify common pests
16.2	Evaluate economic impact of pests on production

Technical knowledge and skill standards and related assessment items were updated August 2011. Assessment items were piloted Fall 2011.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

16.3	Predict methods by which pests spread
16.4	Recognize signs of pest damage
16.5	Identify thresholds created for specific pests
16.6	Select and propose the most economical and environmentally safe pest control method
16.7	Identify GMO crops and their role in the agriculture industry
16.8	Read and interpret pesticide labels
16.9	Apply pesticide effectively
<b>STANDARD 17.0 – Apply Business Practices in the Agricultural Industry</b>	
17.1	Determine entrepreneurship opportunities in agriculture
17.2	Develop a marketing plan
17.3	Research a product and demonstrate approved sales techniques
17.4	Apply record keeping principles and applications
17.5	Analyze tax laws and regulations
17.6	Discuss personal and business accounting practices
17.7	Explain economic principles in agriculture
17.8	Utilize technology to accomplish agribusiness objectives
17.9	Research investment opportunities
17.10	Design an agricultural business plan
17.11	Compare projected and actual budgets to calculate business decisions
17.12	Review risk management strategies such as insurance, hedging, and business decisions
<b>STANDARD 18.0 – DEMONSTRATE AGRISCIENCE MECHANIC APPLICATIONS</b>	
18.1	Demonstrate personal and group safety
18.2	Develop a bill of materials or a specific task
18.3	Develop a structural plan for a specific task

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Technical knowledge and skill standards and related assessment items were updated August 2011. Assessment items were piloted Fall 2011.

**EXECUTIVE SUMMARY**

**ARIZONA CTE CAREER PREPARATION STANDARDS & MEASUREMENT CRITERIA**

18.4	Demonstrate appropriate wood fabrication techniques
18.5	Demonstrate appropriate metal fabrication techniques
18.6	Demonstrate appropriate plumbing fabrication techniques used in agriculture
18.7	Demonstrate appropriate safe connection of electrical components including motors, timers, and valves in both high- and low-voltage circuits used in agriculture
18.8	Demonstrate appropriate concrete and masonry practices commonly used in agriculture
18.9	Demonstrate operation and maintenance of appropriate mechanical systems used in agriculture
18.10	Demonstrate appropriate land measurement and construction techniques commonly used in agriculture with technology
18.11	Demonstrate principles and applications of various engines and machinery used in agriculture
<b>STANDARD 19.0 – DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF PLANT SYSTEMS IN THE AGRICULTURAL INDUSTRY</b>	
19.1	Demonstrate entrepreneurship opportunities in agriculture

**EXECUTIVE SUMMARY**

**Issue:** Presentation and Discussion regarding the Global Pathways Institute.

Action/Discussion Item

Information Item

**Background and Discussion**

In Arizona, as in other states, the majority of students leaving high school are not “college ready.” Even fewer have demonstrated they are “career ready.” A fundamental obligation of the State Board is to develop and promote strategies that will increase the percentage of students who are truly college and career ready.

A number of other leading states are accomplishing this by giving students more flexibility to concentrate on CTE programs that will prepare them for good jobs. Ohio, Florida, North Dakota, New York and Massachusetts are among the states that have increased student choice, and in some cases provided incentives for students to do so. More important, these efforts are producing very encouraging results, including increasing graduation rates even among student populations who typically lag far behind.

Arizona has lagged behind these states. Fewer than 15% of Arizona high school students concentrate in CTE, compared to over 60% in North Dakota, and fewer than 10% of Arizona high school students earn a technical skill assessment, versus nearly 50% in Florida. The State Board could increase student choice, as well as the percentage of students who are prepared to lead successful lives as adults, by considering several possible actions:

1. Amending the minimum course of study requirements for graduation so that the “seven additional courses” required in subsection (f) can be satisfied in full or part by completing a career pathway program of study approved by the Arizona Department of Education. In practice, this should increase the numbers of CTE concentrators.
2. Acting under its authority in 15-701, section J – which requires adopting rules defining how students can demonstrate competency – the Board should specify that students can demonstrate competency by passing one or more of the new EOC tests in English language arts or math.
3. Acting under legislation that allows for a competency-based diploma, agree that the Board will consider and aim to adopt a rigorous competency-based “career and college ready pathway” that includes academic, technical and employability competencies. This would expand the concept of the competency-based diploma to include rigorous preparation for careers.

In addition, the Board should insure that Arizona’s A to F system for grading schools incorporate concrete measures of “career readiness.” If we want schools to take career readiness seriously, we must make this a part of Arizona’s accountability system. Other states, including Kentucky, have developed metrics that could help inform this work in Arizona.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

William C. Symonds, Director, The Global Pathways Institute

## EXECUTIVE SUMMARY

<b>Issue:</b> Presentation, discussion and consideration of policy and legislative issues related to accountability.
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Action/Discussion Item

Information Item

### **Overview**

The Board has consistently stated that transparent and meaningful accountability systems require time to publicly develop and adopt, and further time to locally implement changes in response to the new system. In light of the Board's interest in revisiting several statewide accountability measures, and the impact of the newly adopted assessments on those policy discussions, the Board asked staff to explore the steps necessary to allow flexibility in statewide accountability measures.

### **Background**

A.R.S. §15-741 requires the Board to adopt and implement a test to measure pupil achievement. In November 2014, the Board adopted the Arizona Measurement of Educational Readiness to Inform Teaching (AzMERIT) as the statewide assessment. Additionally, in September 2014, the Board adopted the National Center and State Collaborative (NCSC) Alternate Assessment as the statewide assessment for students with severe cognitive disabilities. Both assessments will be operational in Spring 2015.

Numerous state and federal laws and regulations are impacted by the implementation of the statewide assessment.

- A-F Accountability System
  - ARS §15-241 requires the Department, subject to final adoption by the State Board, to compile annual achievement profiles for public schools and issue a corresponding A-F classification.
  - Statute currently requires the profiles to include measures of academic progress, achievement on statewide assessments and results of ELL tests.
  - In order to maintain the State's Elementary and Secondary Education Act flexibility (ESEA waiver), the US Department of Education requires the development and implementation of a State-based accountability system of differentiated recognition, accountability, and support, which contains several specific factors (e.g., graduation rate).
  - In 2013, the Board conceptually approved the use of College and Career Ready Indicators (CCRI) in the achievement profiles.
  - Statutory amendments in 2013 require that AIMS Science be used in the calculation of school letter grades.
  - In October 2014, the Board adopted Guiding Principles to be used in developing modifications to A-F Accountability System.
- Teacher and Principal Evaluations:
  - ARS §15-203(A)(38) requires the Board to adopt and maintain a model framework for teacher and principal evaluations that includes quantitative data on student academic progress.

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## EXECUTIVE SUMMARY

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- In order to maintain the State's Elementary and Secondary Education Act flexibility (ESEA waiver), the US Department of Education required that the statewide assessment be used as a "significant factor" in determining evaluation ratings.
- Adopted in May 2014, the current framework requires LEAs to use growth on the statewide assessment as a "significant factor" in 2015-16, with a final minimum weight determined for 2016-17.
- Move On When Reading
  - As required by ARS §15-701(A)(2), the Board must adopt the AzMERIT reading score equivalent to "falls far below" that would trigger a 3rd grade student to be retained in 3rd grade.
- Other Statewide Assessment Related Issues
  - The Board has expressed an interest in pursuing mechanisms to help ensure that students take seriously the new high school end of course (EOC) assessment.

### ***Proposed Next Steps***

To ensure that the Board has adequate time to publicly propose, discuss and adopt policy changes to the issues listed above, and allow for any necessary legislative modifications, staff recommends that the Board promote the following measures to allow flexibility in statewide accountability measures:

- Require timely publication of all available relevant accountability data for the public (e.g., graduation rates, raw scores, etc.), while providing a transition period as a new system for A-F letter grades is developed.
- Ensure that while any letter grade transition is in place, that there are mechanisms to provide information for the Department, local governing Boards, charter holders and charter sponsors to make appropriate decisions, in addition to identifying the persistently lowest achieving schools and struggling schools.
- Establish a timeline with deliverables anticipating policy decisions and recommendations that could require legislation.
- Seek flexibility in accountability for up to two years. In first year (2014-15), the Board would develop new A-F Accountability System and, if necessary, identify needed legislative changes, and revisit the Framework for Teacher and Principal Evaluations. In the second year (2015-16), pilot implementation of modified accountability programs would begin while seeking any legislative changes necessary for implementation.
- Provide local governing boards with flexibility in implementing the statutory consequences of teacher and principal as baseline data is collected on the statewide assessment.

### **Recommendation to the Board**

It is recommended that the Board seek necessary legislation to allow flexibility in statewide accountability measures, as outlined in this summary.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, Discussion and Possible Consideration to Adopt Refinements to the Structured English Immersion (SEI) Model

Action/Discussion Item

Information Item

**Background and Discussion**

In 2006, Arizona Revised Statutes §§ 15-751 through 15-757 established the duties and responsibilities of the Arizona English Language Learners (ELL) Task Force. The Arizona ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. The ELL Task Force adopted the SEI Models currently in use in September 2007.

In 2013, the State Board assumed the responsibilities of the Arizona ELL Task Force. In May 2014, the Board established the SEI Models Review Committee to review and propose refinements to the current models. The committee met on May 27, 2014, August 20, 2014, and November 6, 2014.

From May through October the Department conducted extensive public outreach as the draft recommendations were developed and amended. The outreach included:

- ELL working groups
- Practitioners of English Language Learning
- Online web surveys
- Presentations at stakeholder meetings

**Recommendation of SEI Models Review Committee**

At their November 6, 2014 meeting, The SEI Model Review Committee unanimously recommended that the State Board adopt the proposed refinements to the SEI Model, as presented on pages 5-16. A summary of the proposed refinements is below.

**Secondary Model**

**Proposed Refinements:**

Provide an option for SEI English Teacher(s) and /or ELL Coordinators to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA

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Carol Lippert, Associate Superintendent, High Academic Standards for Students

## **EXECUTIVE SUMMARY**

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and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Low incidence schools are still required to maintain the Individual Language Learner Plan (ILLP) process for the required two hours.

### Rationale:

- Provide Arizona's high schools and departmentalized middle schools optional flexibility with the current SEI Models for intermediate ELL students in at least their 2nd year of instruction.
- Reduce parent withdrawals.
- Motivate ELL students to qualify for/achieve the two-hour option.
- Give ELL students more options/access to college and career ready classes.
- Enable ELL students to graduate in a timely manner.

### Elementary Model

Separate recommendations are made for first year ELLs and ELLs below the intermediate proficiency level and intermediate students that are in at least their second year.

### ***Integration of the four hour time blocks for first year ELLs and all ELLs at or below the intermediate proficiency level.***

### Proposed Refinements:

Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs at or below the intermediate proficiency level:

1. ELD instruction using the English Language Proficiency (ELP) standards during two "blocks", totaling 4 hours:
  - a. Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary
  - b. Block 2 - 120 minutes of integrated writing and grammar
2. Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*

### Rationale:

- Provide Arizona's elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for first year ELLs and all ELLs below the intermediate proficiency level.
- Provide the option to integrate domains while continuing ELD instruction.

## **EXECUTIVE SUMMARY**

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### ***Intermediate Level ELLs in at least their 2nd year***

#### Proposed Refinements:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.

For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two “blocks”, totaling 3 hours:

1. Block 1 - 90 minutes of integrated writing and grammar
2. Block 2 – 90 minutes of integrated reading, oral English conversation and vocabulary

#### Rationale:

- Provide Arizona’s elementary school and self-contained middle schools optional flexibility with the 4-hour SEI Models for intermediate level ELLs in at least their second year.
- Provide ELLs with the option to receive additional instructional time in content areas outside of the SEI Models.
- Provide ELLs with opportunities to participate in school-wide intervention services.

### ***Elementary Grouping***

#### Proposed Refinements:

Grouping exceptions will be reviewed by The Office of English Language Acquisition Services (OELAS) on a case by case basis to ensure the most appropriate educational outcomes for students.

#### **Student Impact**

The estimated number of students who would be eligible to participate in flexibility at the elementary and secondary levels:

ELLs in their first year of instruction:

K-6: 22,302

7-12: 4,130

ELLs at the intermediate level in year 2 or more:

K-6: 25,604

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7-12: 5,003

**Criteria for Measuring Success of the Refinements**

The following data would be used annually to measure the success of the proposed refinements:

- The number of students who reclassify as Fluent English Proficient (FEP).
- The percentage of students who pass the state standardized assessment two years after exit from ELL services.

**Recommendation to the State Board**

It is recommended that the Board adopt the proposed refinements to the Structured English Immersion (SEI) Model.

**EXECUTIVE SUMMARY**

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**Structured English Immersion Models**

**of the Arizona State Board of Education ~~Arizona English Language Learners Task Force~~**

**Authority**

~~Effective September 21, 2006, under the authority of Laws 2006, Chapter 4, the Arizona English Language Learners (ELL) Task Force was established. The Arizona State Board of Education is ELL Task Force was~~ charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.). §15-756.01, requires that the models include a minimum of four hours per day of English language development (ELD) for the first year in which a pupil is classified as an English Language Learner. Full text of the law regarding the responsibilities of the ~~Task Force~~ and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC

SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

**Definitions**

For Structured English Immersion Models,

“AZELLA” means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing. (See A.R.S. §15-756.B)

“ELD” means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology

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(pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

“*Hour*” (for purpose of 4 hours of ELD) means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.

~~“*Discrete Skills Inventory*” means the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards.~~

“*English Language Learners*” mean K-12 PHLOTE students who do not obtain a composite proficiency level of “proficient” score on the AZELLA regardless of their tenure as English Language Learners.

“*PHLOTE*” means primary home language other than English and is determined by a home language survey and on the enrollment form completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes. (A.R.S. §15-756.A)

“*Proficiency Level*” means the level of English language proficiency of a PHLOTE student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent; (2) Emergent; (3) Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is Proficient is not classified as an ELL and is not placed in an SEI Classroom.

“*Structured English Immersion Models*” means the models described herein. (A.R.S. § 15-756.01)

“*Structured English Immersion Classroom*” means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate. The purpose of the classroom is

## **EXECUTIVE SUMMARY**

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to provide four hours of daily ELD instruction, as described in the definition of “*ELD*” in this section, in the manner prescribed herein.

“*Structured English Immersion Program*” means an intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of “*ELD*” in this section.

### **Structured English Immersion Model Components**

All SEI models are research-based and include three major components: policy, structure, and classroom practices. These components are uniform in all SEI models because they reflect legal requirements established in state law. However, application of the structure and classroom practices components results in various SEI classroom configurations because of “the size of the school, the location of the school, the grade levels at the school, the number of English language learners and the percentage of English language learners.” (A.R.S. §15-756.01.C.)

#### **1. Policy**

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)

Arizona law requires materials and subject matter instruction to be in English. (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752)

Arizona law requires English language learners to be grouped together in a structured English immersion setting. (A.R.S. §15-751. Definitions, 5)

The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15- 752. English language education)

Arizona law requires a minimum of four hours per day of English language development during the first year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

Arizona state law requires cost efficient, research based models that meet all state and federal laws. (A.R.S. §15-756.01 (D)) Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

#### **2. Structure**

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The structure of the SEI Models consists of multiple elements: SEI Classroom content; SEI Classroom program entry and exit; student grouping for SEI Classrooms, including grouping process and class size standards; scheduling and time allocations; and teacher qualification requirements. This structure is uniform for all SEI Models. The application of the grouping process will yield different classroom configurations based on the individual school's number of ELLs, their proficiency levels, and their grade levels.

### ***Structured English Immersion Classroom Content***

The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates. Reading and writing, aligned to the Arizona K-12 English Language Learner Proficiency Standards, are also considered content in SEI Classrooms.

### ***SEI Classroom Entry and Exit***

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs shall be reassessed with the AZELLA at the end of each school year. English language learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency. No student shall take the AZELLA more than three times in a school year. On-going alternative proficiency-based assessments related to the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for purposes of exiting the SEI Classroom. (A.R.S. §§ 15-756.B, 15-756.05.A)

## **EXECUTIVE SUMMARY**

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### ***Student Grouping for SEI Classrooms***

The primary determinant of the appropriate student grouping for SEI Classrooms is the English proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in order to determine appropriate student placement. The configurations are similar, but not identical, for all grade levels.

### **Elementary Schools**

In elementary schools, generally those grades in which students receive most of their academic instruction in a single class as a single group, if there are enough ELLs by proficiency level within a specific grade, overall proficiency level within grade is used as the method for student grouping. The AZELLA composite proficiency level score determines the overall proficiency level. If there are not enough ELLs by proficiency level within a grade, then proficiency levels may be banded together within a grade. If there are not enough ELLs by proficiency level band within a grade, then ELLs from different grade levels may be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than separately. Also note that regardless of SEI Classroom configuration, kindergarten students shall be grouped separately from students in other grades.

#### **Elementary School Student Grouping Prioritization**

- A. Overall Proficiency Level within Grade
- B. Overall Proficiency Level Band within Grade
- C. Overall Proficiency Level Band within Grade Band

### **Middle Grades and High Schools**

In middle grades and high schools, generally those grades in which students receive academic instruction in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency sub-level scores (i.e., reading score, total writing score, and oral language score), within a specific grade, the sub-level proficiency level within grade is used as the method for student grouping. If there are not enough ELLs by proficiency sub-level within a grade, then grades may be banded together within a proficiency sub-level. If there are not enough ELLs by proficiency sub-level within a grade, then overall proficiency level may be used within a grade. If there are not enough ELLs within an overall proficiency level, then multiple grades may be combined into an SEI Classroom. If there are not enough ELLs within an overall proficiency level and within a grade band, then multiple proficiencies and multiple grade levels can be combined into an SEI Classroom. Note that, regardless of SEI Classroom

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configuration, Pre- Emergent and Emergent ELLs shall be grouped together rather than discretely.

### **Middle Grades and High School Student Grouping Prioritization**

- A. Proficiency Sub-level within Grade
- B. Proficiency Sub-level within Grade Band
- C. Overall Proficiency Level within Grade
- D. Overall Proficiency Level within Grade Band
- E. Overall Proficiency Level Band within Grade Band

### **Class Size Standards**

Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre- Emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

### **Grouping Process**

Students are grouped into classes based on Class Size Standards using the Elementary or the Middle Grades and High School Student Grouping Prioritization method. In the event there are insufficient students to assemble a class at the first given student grouping priority, the next student grouping priority shall be used. In the event that there are insufficient ELLs based on the class size standards in the school for any of the student groupings to work, then several other options are available. The students may be grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three hours a day with a fourth hour of ELD Reading. Students at a charter school or single school district may be grouped into a single classroom for ELD instruction by an SEI-funded ELD teacher for four hours a day.

Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

Grouping exceptions will be reviewed by The Office of English Language Acquisition Services (OELAS) on a case by case basis to ensure the most appropriate educational outcomes for students.

### **Scheduling and Time Allocations**

The scheduling and time allocations are somewhat different for Elementary School than for Middle Grades and High School. However, at all grade levels, the SEI

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Classroom must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI).

### **Elementary School Scheduling and Time Allocations**

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction that is governed by certain time allocations, and skill teaching and learning objectives. Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL English Language Proficiency Standards, and further delineated in detail by the Discrete Skills Inventory (DSI). The discrete time blocks do not have to be sequential during the day, but they must sum to four hours of ELD instruction.

The English language skills categories are the same for all students in SEI Classrooms, but the time allocations vary by the composite AZELLA proficiency level of the student. Time allocations for each ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English language development instruction equals four hours.

Students at the Pre-Emergent through Intermediate composite AZELLA levels receive four hours of ELD instruction divided into the following specific areas: oral English conversation and vocabulary instruction, 60-45 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary writing instruction, 60 minutes and, pre-writing instruction, 15 minutes (Total: four hours).

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

Options are made for first year ELLs and ELLs below the intermediate proficiency level and intermediate students that are in at least their second year. These options are not required, and their implementation is at the discretion of the LEA.

### **Integration of the four hour time blocks for first year ELLs and all ELLs at or below the intermediate proficiency level.**

Elementary and self-contained middle schools may provide the following services to first year ELLs and all ELLs at or below the intermediate proficiency level:

1. ELD instruction using the English Language Proficiency (ELP) standards during two "blocks", totaling 4 hours:
  - a. Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary

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- b. Block 2 - 120 minutes of integrated writing and grammar
2. Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *These services must be provided using state and local funds to ensure federal funds are not supplanted.*

### **Intermediate Level ELLs in at least their 2nd year**

Elementary and self-contained middle schools may integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.

For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two “blocks”, totaling 3 hours:

1. Block 1 - 90 minutes of integrated writing and grammar
2. Block 2 – 90 minutes of integrated reading, oral English conversation and vocabulary

~~Students at the Basic composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 30 minutes (Total: four hours).~~

~~Students at the Intermediate composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 45 minutes (Total: four hours).~~

### **Middle Grades and High School Scheduling and Time Allocations**

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the ELL English Language Proficiency Standards, and ~~that are further delineated by the Discrete Skills Inventory (DSI).~~ The four ELD courses do not have to be sequential during the school day. For schools with class periods other than one hour in duration, discrete ELD classes totaling at least four hours daily shall be established based on the course subject matter categories

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specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

Students at the Pre-Emergent, ~~and~~ Emergent ,and Basic AZELLA levels shall be grouped together and receive daily a one hour ELD class titled “Conversational English and Academic Vocabulary,” a one hour ELD class titled “English Reading,” a one hour ELD class titled “English Writing” and a one hour ELD class titled “English Grammar.”

~~Students at the Basic AZELLA level shall receive daily a one hour ELD class titled “Conversational English and Academic Vocabulary,” a one hour ELD class titled “English Reading,” a one hour ELD class titled “English Writing” and a one hour ELD class titled “English Grammar.”~~

Students at the Intermediate AZELLA level shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one- hour ELD class titled “Academic English Reading,” and a one hour ELD class titled “Academic English Writing and Grammar.” In their second or subsequent years as ELLs, students who have scored proficient on the Reading subtest of AZELLA may be excused from the one hour ELD “Academic English Reading” class. In their second or subsequent years as ELLs, students who have scored proficient on the Total Writing subtest may be excused from the one hour ELD “Academic English Writing and Grammar” class.

LEAs have the option to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Low incidence schools are still required to maintain the Individual Language Learner Plan (ILLP) process for the required two hours.

## EXECUTIVE SUMMARY

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### ***Teacher Qualification Requirements***

#### **Elementary School Teacher Qualifications**

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades K-6 must be highly qualified in elementary content as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

#### **Middle Grades and High School Teacher Qualifications**

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades 7-8 must be Highly Qualified in Language Arts or English as defined by the federal No Child Left Behind Act of 2001. Teachers in grades 9-12 must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

### **3. Classroom Practices**

Classroom practices include sections on SEI Classroom Language Use policies, SEI Classroom Objective, SEI Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI Classroom.

#### ***SEI Classroom Language Use***

All SEI classes shall be taught in English, in a manner consistent with A.R.S. §15-751. Definitions, 5.

#### ***SEI Classroom Objective***

The objective of the SEI Classroom is to teach one or more specific identified skills within the English Language Proficiency Standards Discrete Skills Inventory appropriate for the English proficiency level(s) of students in the class.

#### ***SEI Classroom Materials and Testing***

Class textbooks, materials, and assessments used in an SEI Classroom must be aligned to the Arizona K- 12 ELL English Language Proficiency Standards. ~~and the~~

## **EXECUTIVE SUMMARY**

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~~Discrete Skills Inventory.~~ Each district superintendent or charter operator shall sign an attestation that these materials are properly aligned, which will be verified by the Arizona Department of Education when conducting monitoring visits. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL-English Language Proficiency Standards. ~~and the Discrete Skills Inventory.~~

### ***SEI Classroom Instructional Methods***

All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards. ~~and specified in the Discrete Skills Inventory.~~

### ***DSI Review***

~~The Arizona Department of Education shall oversee an independent review of the DSI to ensure that the content of the DSI is consistent with the English Language Learners Proficiency Standards.~~

### ***Assessment***

All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards. ~~and specified in the Discrete Skills Inventory.~~

### ***SEI Teacher Training***

Three sets of training are essential for successful implementation of the SEI Models: Implementation Training, ~~Discrete Skills Inventory~~ English Language Proficiency Standards Training, and ~~Discrete Skills Inventory~~ English Language Development Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training.

### ***Implementation Training***

SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district personnel responsible for English Language Learner Programs shall receive Implementation Training. This training provides background information on the policy, principles, structures, and classroom practices within the SEI Models. School personnel who prepare student schedules shall receive additional implementation training on scheduling.

**EXECUTIVE SUMMARY**

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**~~Discrete Skills Inventory~~ English Language Proficiency Standards Training**

All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the content of the English Language Proficiency Standards ~~Discrete Skills Inventory~~.

**~~Discrete Skills Inventory~~ English Language Development Teaching Methods Training**

SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the methods and strategies to be used in teaching English Language Development ~~the content of the Discrete Skills Inventory~~.

## EXECUTIVE SUMMARY

**Issue:** Presentation, Discussion and Consideration to close rulemaking procedures for proposed amendments to rules R7-2-607 and R7-2-610 pertaining to Secondary teachers.

Action/Discussion Item

Information Item

### Background and Discussion

A.R.S.§15-203.A(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-610 outlines the Secondary Teaching Certificate requirements. The Secondary Certificate allows a teacher to teach single subjects in grades 7-12. Many Arizona schools have middle grade configurations which represent grades 6-8. The current grade level designation for the Secondary Certificate is problematic for school districts in staffing their Middle Grade schools. The proposed amendment would allow a person holding a Secondary Certificate to teach single subjects in grades 6-12, which should address staffing issues raised by the field.

The General Certification Provisions in R7-2-607 requires teachers whose primary assignment is in a single subject required in the minimum course of study to demonstrate proficiency in the academic subject. Changes to the requirement for Secondary Certificate suggest that R7-2-607 should also be amended to ensure any teacher in grades 6-12 teaching single subjects, required in the minimum course of study (R7-2-301 and R7-2-302) to demonstrate proficiency.

A.R.S.§15-203.F(14) refers to the Specialized teaching certificate for Science, Technology, Engineering and Math. The statute states this certificate is for grades 7-12. Therefore, there is no change to State Board rule which references the requirements for the Specialized Secondary certificate (R7-2-610.C.1) at this time. A technical change to the statute will be brought before the legislature for its consideration during the next legislative session to align the STEM certificate grade range with the proposed changes to the Secondary certificate.

### Review and Recommendation of State Board Committee

The Certification Advisory Committee met on October 1, 2014 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-607 and R7-2-610.

### Recommendation to the Board

It is recommended that the Board close rulemaking procedures for proposed amendments to rules R7-2-607 and R7-2-610 pertaining to Secondary teachers.

### Contact Information:

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section  
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

**EXECUTIVE SUMMARY**

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**R7-2-607. General Certification Provisions**

- A. The evaluation to determine qualification for certification shall not begin until an institutional recommendation or application for certification and official transcripts, and the appropriate fees have been received by the Department. Course descriptions, verification of employment, and other documents may also be required for the evaluation.
- B. The effective date of a new certificate shall be the date the evaluation is completed by the Department. The effective date of a renewed certificate shall be the date the evaluation for renewal is completed by the Department.
- C. All one-year certificates shall expire one year from the date of issuance. All certificates issued for more than one year shall expire on the date of issuance in the year of expiration.
- D. If an applicant has not met all the requirements for the certificate or endorsement at the time of evaluation, the applicant shall have a maximum of 60 days to complete those requirements and request re-evaluation.
- E. Only those degrees awarded by an accredited institution shall be considered to satisfy the requirements for certification.
- F. Professional preparation programs, courses, practica, and examinations required for certification shall be taken at an accredited institution or a Board-approved teacher preparation program.
- G. Only those courses in which the applicant received a passing grade or credit shall be considered to satisfy the requirements for certification.
- H. All certificates issued by the Board before the effective date of this Article are considered to have been issued in conformance with these rules.
- I. The Board shall issue a comparable Arizona certificate, if one has been established by R7-2-608, R7-2-609, R7-2-610, R7-2-611, R7-2-612, or R7-2-613, and shall waive the requirements for passing the comparable professional knowledge, subject knowledge, and performance portions of the Arizona

## **EXECUTIVE SUMMARY**

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Teacher Proficiency Assessment, to an applicant who holds current comparable certification from the National Board for Professional Teaching Standards.

- J. Teachers in grades ~~seven through 12~~ six through 12 whose primary assignment is in an academic subject required pursuant to R7-2-301, R7-2-302, R7-302.01 and R7-302.02 shall demonstrate proficiency by passing the appropriate subject area portion of the Arizona Teacher Proficiency Assessment. The subject areas of demonstrated proficiency shall be specified on the certificate. If a proficiency assessment is not offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of courses in the subject.
- K. If a language assessment is not offered through the Arizona Teacher Proficiency Assessment, a passing score on a nationally accredited test of a foreign language approved by the Board may demonstrate proficiency of that foreign language in lieu of the 24 semester hours of courses in that subject.
- L. A teacher's language proficiency in a Native American language shall be verified by a person, persons, or entity designated by the appropriate tribe in lieu of the 24 semester hours of courses in that subject.
- M. Teachers of homebound students shall hold the same certificate that is required of a classroom teacher.
- N. Fingerprint clearance cards shall be issued by the Arizona Department of Public Safety.
- O. A person who surrenders their teaching certificate for any reason shall not submit an application for certification with the Board for a period of five years. A person re-applying after the five-year ban must apply under the current rules at the time of re-application.

### **R7-2-610. Secondary Teaching Certificates**

- A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.
- B. Provisional Secondary Certificate - ~~grades seven through 12~~ grades six through 12
1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).

**EXECUTIVE SUMMARY**

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2. The requirements are:

a. A bachelor's degree,

b. One of the following:

i. Completion of a teacher preparation program in secondary education from an accredited institution or a Board-approved teacher preparation program, described in R7-2-604; or

ii. Thirty semester hours of education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of practicum in grades ~~seven through 12~~ six through 12. Two years of verified teaching experience in grades ~~seven through postsecondary~~ six through postsecondary may substitute for the eight semester hours of practicum; or

iii. A valid secondary certificate from another state.

c. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment;

d. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

C. Standard Secondary Certificate - grades ~~seven through 12~~ six through 12

1. The certificate is valid for six years.

2. The requirements are:

a. A provisional secondary certificate;

b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

## **EXECUTIVE SUMMARY**

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1. Specialized Secondary Certificate – Science, Technology, Engineering or Mathematics – grades seven through 12
2. The certificate is valid for six years.
3. The requirements are:
  - a. A bachelor's degree;
  - b. Completion of training in structured English immersion as prescribed by the Arizona State Board of Education;
  - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  - d. One of the following options:
    - i. Option A – Postsecondary teaching experience – science, technology, engineering or mathematics
      - (1) Have taught science, technology, engineering or mathematics courses for the last two consecutive years, and for a total of at least three years, at one or more regionally or nationally accredited public or private postsecondary institutions, to be demonstrated by providing written proof of employment from each applicable qualifying postsecondary institution, including specific durations of employment and the nature of the teaching assignment; and
      - (2) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics or a passing score the professional knowledge portion of the Arizona Teacher Proficiency Assessment.
    - ii. Option B – Work experience – science, technology, engineering or mathematics:
      - (1) Have ten or more years of work experience in science, technology, engineering or mathematics, to be demonstrated by providing written proof of employment from

**EXECUTIVE SUMMARY**

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each applicable employer, including specific durations of employment and the nature of the assignment; and

- (2) Demonstrate adequate subject matter knowledge through either:
  - a) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics;
  - b) Twenty-four hours of relevant coursework in an academic subject that is specific to science, technology, engineering or mathematics; or
  - c) A passing score the professional knowledge portion of the Arizona Teacher Proficiency Assessment.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, Discussion and Consideration to initiate rulemaking procedures for proposed amendments to rule R7-2-614 pertaining to Substitute certificates.

Action/Discussion Item

Information Item

**Background and Discussion**

R7-2-614.B. refers to the Substitute certificate requirements. R7-2-614.B.4. states that individuals who only hold a Substitute certificate are limited to 120 days in the same school each school year. This is problematic for schools that are unable to find a teacher for a classroom and have placed a Substitute in the class to fill the need because the 120 day mark typically occurs around testing time in the spring. The classroom is disrupted because the Substitute is removed from the classroom to comply with the 120 day provision listed in the rule. The proposed rule change would allow districts to use Substitute certificate holders in the same classroom beyond the 120 day limit if certain criteria are met. The proposed amendment would also allow a person holding a Substitute certificate to teach in grades PreK-12 instead of K-12 which addresses staffing issues raised by the field.

R7-2-614.C and E. also need to be modified to reflect the grade range change from K-12 to PreK-12 to be consistent with other teaching certificates.

**Review and Recommendation of State Board Committee**

The Certification Advisory Committee met on November 12, 2014 to discuss the proposed rule change. The Committee voted unanimously to bring this item before the State Board.

**Recommendation to the Board**

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-614 pertaining to Substitute certificates.

**Contact Information:**

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section  
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

## EXECUTIVE SUMMARY

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### **R7-2-614. Other Teaching Certificates**

- A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607.
- B. Substitute Certificate - ~~grades K through 12~~ PreK-12
1. The certificate is valid for six years and renewable by reapplication.
  2. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only a substitute certificate shall not be assigned a contract teaching position.
  3. An individual who holds a valid teaching or administrator certificate shall not be required to hold a substitute certificate to be employed as a substitute teacher.
  4. A person holding only a substitute certificate shall be limited to teaching 120 days in the same school each school year.
  5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  6. Substitute certificates previously issued as valid for life under this rule shall remain valid for life.
  7. A person holding only a substitute certificate may be exempt from the limit on teaching 120 days in the same school each school year if the school district superintendent has provided verification to the Department of Education that the position is continuously advertised on a statewide basis at a minimum of three sites with at least one being a higher education institution and that a highly qualified and employable candidate was not found. An exemption from teaching 120 days shall not be granted to the same individual more than three times.
- C. Emergency Substitute Certificate - ~~grades K through 12~~ PreK-12
1. The certificate is valid for one school year or part thereof. The expiration date shall be the following July 1.
  2. The certificate entitles the holder to substitute only in the district that verifies that an emergency employment situation exists.
  3. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only an emergency substitute certificate shall not be assigned a contract teaching position.
  4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute teaching per school year.
  5. The requirements for initial issuance are:
    - a. High school diploma, General Education diploma, or associate's degree;
    - b. Verification from the school district superintendent that an emergency employment situation exists; and
    - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  6. The requirements for each reissuance are:
    - a. Two semester hours of academic courses completed since the last issuance of the Emergency Substitute Certificate. District in-service programs designed for professional development may substitute for academic courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Individuals who have earned 30 or more semester hours are exempt from this requirement,
    - b. Verification from the school district superintendent that an emergency employment situation exists, and

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- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- D. Emergency Teaching Certificate - birth through grade 12
1. The emergency teaching certificate is valid one school year or part thereof. The expiration date shall be the following July 1. An emergency teaching certificate shall not be issued more than three times to an individual. An individual that receives an intern certificate and does not complete the requirements for a provisional certificate shall not be eligible for an emergency certificate.
  2. The emergency teaching certificate entitles the holder to enter into a teaching contract.
  3. Emergency teaching certificates shall be issued for early childhood, elementary, secondary, and special education certificates required by A.R.S. § 15-502(B), and required endorsements.
  4. The emergency teaching certificate entitles the holder to teach only in the district or charter school that verifies that an emergency employment situation exists.
  5. The requirements for initial issuance are:
    - a. A bachelor's degree,
    - b. Verification from the school district superintendent or charter school administrator that an emergency employment situation exists,
    - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety,
    - d. Verification from the school district superintendent or charter school administrator that the following requirements have been met and that a highly qualified and employable candidate was not found:
      - i. The position was advertised on a statewide basis and with at least three career placement offices of higher education institutions, and
      - ii. The district or charter school is participating in any available Board approved alternative path to certification program(s). This requirement may be waived if a district superintendent or charter school administrator provides evidence that an alternative path to certification program is either not available or not capable of alleviating the emergency employment situation.
  6. In addition to the requirements listed in subsection (D)(5) the requirements for reissuance shall include six semester hours of education courses completed since the last issuance of the emergency teaching certificate.
- E. Teaching Intern Certificate - ~~grades K through 12~~ PreK-12
1. Except as noted, the teaching intern certificate is subject to the general certification provisions in R7-2-607.
  2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (E)(6) are met.
  3. The teaching intern certificate entitles the holder to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate. During the valid period of the intern certificate the holder may teach in a Structured English Immersion classroom, or in any subject area in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment. The candidate shall be enrolled in a Board authorized alternative path to certification program or a Board approved teacher preparation program.
  4. An individual is not eligible to hold the teaching intern certificate more than once in a five year period.
  5. The requirements for initial issuance of the teaching intern certificate are:
    - a. A bachelor's degree or higher from an accredited institution;
    - b. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant's teaching assignment(s);

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- c. Completion of the requirements for a Provisional Structured English Immersion endorsement, as prescribed in R7-2-613(J);
  - d. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved teacher preparation program; and
  - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
6. The requirements for the extension of the intern teaching certificate are:
- a. The teaching intern certificate outlined in subsection (E)(5),
  - b. Official transcripts documenting the completion of required coursework, and
  - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
7. The holder of the teaching intern certificate may apply for an Arizona Provisional Teaching Certificate upon completion of the following:
- a. Successful completion of a Board authorized alternative path to certification program or a Board approved teacher preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5),
  - b. A passing score on the required professional knowledge portion of the Arizona Teacher Proficiency Assessment;
  - c. The submission of an application for the provisional teaching certificate to the Department, and
  - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- F. Adult Education Certificates
1. The adult education certificates are issued for individuals teaching in the areas of Adult Basic Education, Adult Secondary Education, English Language Acquisition for Adults, or Citizenship.
  2. Provisional Adult Education Certificate.
    - a. The certificate is valid for three years and is not renewable.
    - b. The requirement for issuance is a valid fingerprint clearance card issued by the Arizona Department of Public Safety and a bachelor's degree or three years of experience as a teacher, tutor, or aide in an adult education program or in grades K through 12. Up to two years of experience may be waived by postsecondary academic credit, with 30 semester hours equivalent to one year of experience.
  3. Standard Adult Education Certificate.
    - a. The certificate is valid for six years.
    - b. The requirements are:
      - i. One year of part-time or full-time teaching experience under a provisional adult education certificate, verified by an adult education program administrator;
      - ii. Completion of 10 clock hours in a professional development program described in R7-2-619(B) since the issuance of the provisional adult education certificate; and
      - iii. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
    - c. The renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-619(B).
- G. Junior Reserve Officer Training Corps Teaching Certificate - grades nine through 12
1. The certificate is valid for six years and is renewable upon application.
  2. The certificate is valid at any local education agency which conducts an approved Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or Marine Corps.
  3. The requirements are:
    - a. Verification by the district of an approved Junior Reserve Officer Training Corps program of instruction in which the applicant will be teaching,

## EXECUTIVE SUMMARY

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- b. Verification by the district that the applicant meets the work experience required by the respective military service, and
  - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- H. Athletic coaching certificate - grades seven through 12
- 1. The certificate is valid for six years.
  - 2. The certificate entitles the holder to perform coaching duties in interscholastic and extracurricular athletic activities. It is not required for teachers who hold a valid elementary, secondary or special education certificate.
  - 3. The requirements are:
    - a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);
    - b. Completion of 15 semester hours of courses which shall include at least three semester hours in courses related to each of the following:
      - i. Methods of coaching,
      - ii. Anatomy and physiology,
      - iii. Sports psychology,
      - iv. Adolescent psychology, and
      - v. The prevention and treatment of athletic injuries;
    - c. Two hundred fifty hours of verified coaching experience in the sport to be coached. Coaching experience may include experience as a head coach or assistant coach in a school program or in an organized athletic league; and
    - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
  - 4. Renewal requirements are:
    - a. Completion of 60 clock hours in a professional development program described in R7-2-619(B),
    - b. Valid certification in first aid and CPR.
- I. Provisional Foreign Teacher Teaching Certificate
- 1. This certificate is required for a teacher or professor from any foreign country, state, territory or possession of the United States contracted through the foreign teacher exchange program as authorized by federal statutes enacted by the Congress of the United States or other foreign teacher recruitment programs approved by the United States Department of State.
  - 2. This certificate is valid for one year and may be extended for an additional year by the consent of the contracting governing board, the education service agency, the charter holder, or the Arizona Board of Regents.
  - 3. The requirements are:
    - a. Verification that training and background comply with the comparable Arizona teaching certificate as provided in R7-2-608, R7-2-609(B)(2), R7-2-610(B)(2), R7-2-611(C)(3), (E)(3), (G)(2), (I)(2), (K)(2), (M)(2), R7-2-612(D)(2), (F)(2), (H)(2), (J)(2), or (L)(2) and R7-2-613.
    - b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.
    - c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board.
    - d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board shall be determined by the Board using the results of validity and reliability studies. The passing score for each assessment shall be reviewed by the Board at least every three years.

**EXECUTIVE SUMMARY**

**Issue: Educator Recruitment and Retention Taskforce update**

Action/Discussion Item

Information Item

**Background and Discussion**

In April 2014, the Educator Recruitment and Retention Taskforce was created to research the issues related to the current teacher shortage in Arizona and to propose solutions to policymakers and educators. The Taskforce is comprised of ADE staff, educators from across Arizona and interested community partners. We have produced a white paper that describes the crisis faced across Arizona in filling all classrooms with a fully qualified, highly effective teacher. The document also includes a summary of our research related to issues such as factors affecting teacher retention, professional development and new teacher support and teacher compensation. The final section of the white paper includes recommendations for policymakers, school and district leaders and the Department.

The Educator Recruitment and Retention Taskforce has shared this report with our fellow educators and organizations such as the Greater Phoenix Educational Management Council and the Public Engagement Taskforce. We plan to share it with legislators and other stakeholders in the coming weeks.

The Taskforce will continue its work to share the information, influence decisions that can address the teacher shortage crisis and provide action-oriented solutions for our colleagues in schools across Arizona at the local LEA level. The Taskforce anticipates the implementation of ADE solutions, potential State Board of Education decisions and possible legislative action. We look forward to updating the Board again in the near future.

**Review and Recommendation of State Board Committee**

none

**Recommendation to the Board**

none

**Contact Information:**

**Dr. Jennifer Johnson, Deputy Superintendent of Programs and Policy**



# Educator Retention and Recruitment Taskforce

Presentation for  
Arizona State Board of Education  
December 8, 2014

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# Overview

- Problem statements
  - Data
    - Teacher shortage, educator experience, professional support, salaries, funding
  - Research
  - Recommendations
    - Policymakers, Educators, ADE
    - Retention and recruitment
-

# Taskforce Members

- Cecilia Johnson-ADE
  - Todd Petersen-ADE
  - Dianne Smith-GPEMC
  - Lisa Aaroe-ADE
  - Hilary Pierce-ASU
  - Paul Stanton – Humboldt USD
  - Kristi Bushnell – Deer Valley USD
-

# Taskforce Members

- Tanya Whiteford – Laveen Elementary/GCU
  - Mike Winters – Madison Elementary/GCU
  - Bev Hurley – Grand Canyon University
  - Traci Williams – Tempe Elementary
  - Dennis Runyan – Agua Fria Union
  - Jeff Strout – Laveen Elementary
  - Kathy Wiebke – Arizona K-12 Center
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# Problem Statements

- Arizona's economy cannot flourish without an educated workforce.
  - Without an effective teacher in every Arizona classroom, it is unlikely that all other education reform efforts will succeed.
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# Data – Teacher Shortage

- Teachers report leaving for other careers with higher compensation
- 62% of reporting districts noted openings
- Over 700 openings in October, 2014
- 42% of reporting districts have mid-year openings
- 24% of current education workforce is eligible to retire within the next 4 years

- Survey data from ASA, ADE, ASRS

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# Data – Educator Experience

- 7% decrease in preparation program enrollment
  - Higher percentage of beginning teachers result from higher teacher turnover
  - 46% of new teachers leave within 4 years nationally
  - 24% of first year and 20% of second year teachers left the profession in Arizona
  - Quality of preparation programs impact beginning teacher retention
-

# Data – Professional Support

- All educators need ongoing professional support, critical to early career teachers
  - Retention impacted by level of support, especially in schools faced with high poverty, mobility, special populations, wide diversity, staff turnover and low morale
  - Budget cuts have adversely affected support
  - Structured induction/mentoring is critical
  - Support relates to mentoring, ongoing, job-embedded professional development and adequate materials
-

# Data - Salaries

- Average Arizona teacher salary ranks 42nd nationally (\$47,600)
  - In the last 10 years, minimum wage has increased 53%, teacher salaries have increased by 20%
  - Teaching salaries are not competitive with other professions requiring a college degree, especially STEM
  - 54% of districts report that salaries are a major obstacle in out-of-state recruiting
  - 49% report low and/or frozen salaries as a top reason for teachers leaving
-

# Data – State Funding

- Per pupil expenditures are below national average
  - Significant cuts in recent years
  - Administrative costs below national average
  - Underfunding our investment in education means inadequate funding for instructional materials, technology, professional support and compensation
-

# Research

- Factors negatively impacting retention include: low pay, lack of professional support, low community support and respect, inadequate teaching materials and school climate
  - Teachers (especially new teachers) need mentoring/structured induction, positive reinforcement, career pathways, autonomy and purpose, time
-

# Recommendations – Policymakers

- Address funding to improve compensation
  - Elevate appreciation for the critical role of educators in ensuring student success
  - Acknowledge need to improve teacher retention and recruitment
  - Review and act on recommendations for streamlined certification
  - Support and fund evidence-based induction programs
-

# Retention

## Recommendations - Educators

- Build positive work environment
  - Invest in structured induction programs
  - Implement a strategic, evidence-based professional development plan
  - Utilize local, regional, state PD resources
  - Leverage federal & 301 funds to recognize effective performance/results
-

# Retention

## Recommendations - Educators

- Share successes to build community support
  - Regularly survey teachers on needed support and involve them in developing & sharing expertise
  - Conduct exit interviews and utilize results in continuous improvement planning
-

# Retention

## Recommendations - ADE

- Collect and disseminate annual data related to teacher retention
  - Provide technical assistance, professional development resources and targeted support
  - Publish state and national best practices
  - Collaborate with statewide organizations to publicize outstanding educators to help elevate respect for the profession
-

# Recruitment Recommendations - Educators

- Work with preparation programs to build pipeline, including Future Educators/CTE
  - Include education in site-based career fairs
  - Utilize effective recruitment material/websites
  - Define competitive advantages
  - Utilize regional recruitment consortiums
  - Partner with community organizations
-

# Recruitment Recommendations - ADE

- Implement an online certification system
  - Review and streamline certification requirements
  - Develop and share a best practices repository
  - Track teacher preparation pipeline
  - Facilitate dialogue between K-12 and preparation programs to enhance quality preparation
  - Research what other states are doing
-

# Future Work To Be Done

- Research pipeline comparisons with other high demand professions
  - Research the impact of funding issues and increased accountability on educator retention and recruitment
  - Develop efficient ways to share best practices
  - Develop public awareness campaign to illustrate the existing shortage of and build support for Arizona educators
-

# State Board of Education

- Continue to speak publicly about the value of effective teachers
  - Support efforts at the state and local levels to increase teacher retention
  - Help create and support strategies to increase the size of the teacher preparation pipeline
  - Continue to support quality teacher preparation programs in Arizona
-

**Superintendents' Responses on the Educator Crisis Issue**  
**September 2014**

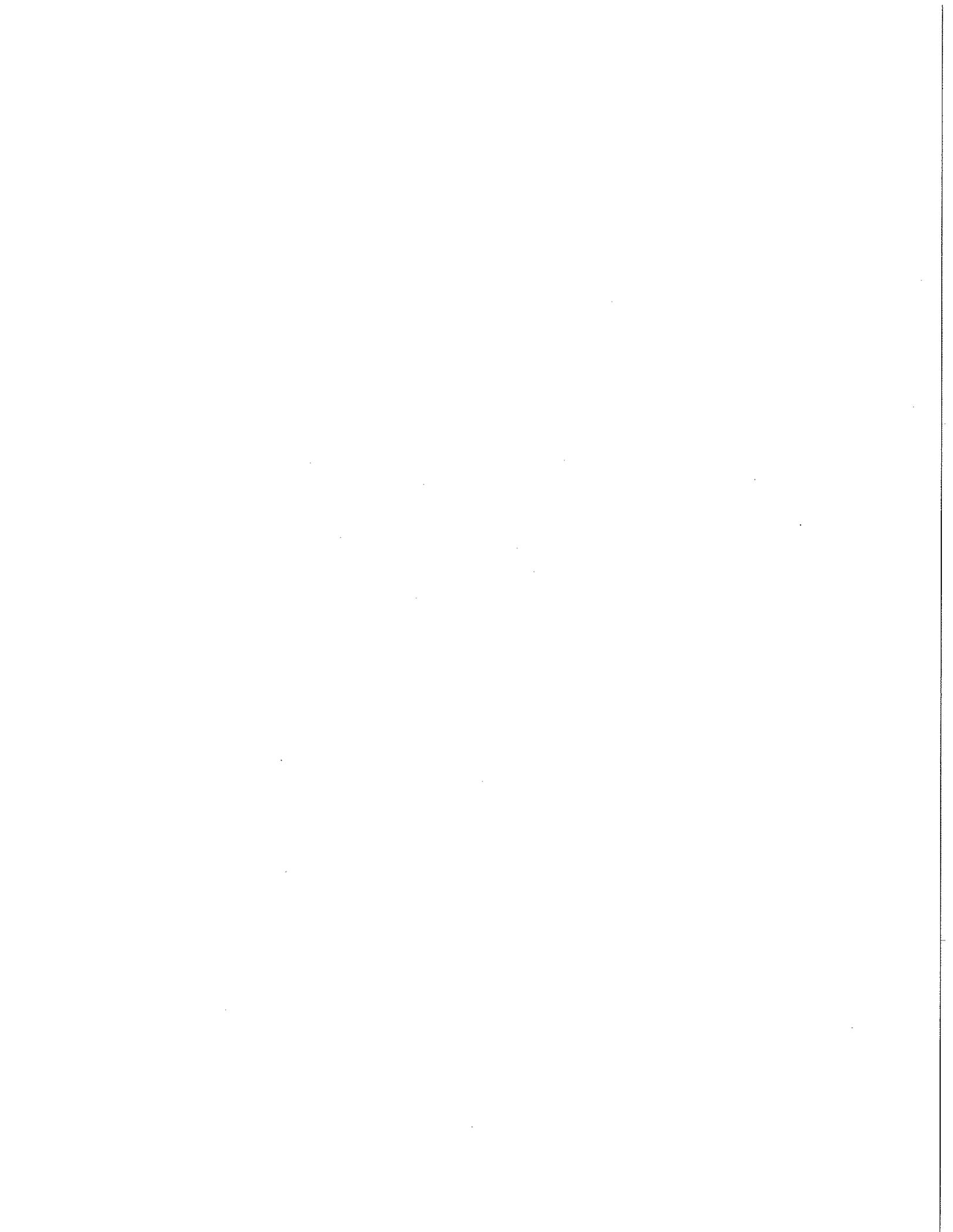
In response to the rising concerns about our *Educator Crisis* in Arizona prompted by Arizona School Association Members (ASA), Dr. Jennifer Johnson, Deputy Superintendent of Programs and Policy, formed a task force at ADE to proactively focus on possible solutions that are practical and could directly impact the recruitment and retention efforts at the local and state levels. The task force includes educators, HR leaders, ADE staff, and other organizations interested in addressing this critical issue.

We understand ASA has already updated their survey information for the current school year. However, the task force is working on a very aggressive timeline to gather ADDITIONAL information from superintendents that will help us better define current education issues in Arizona and identify strategies to address these issues.

We intend for this survey from the task force to COMPLIMENT and EXPAND on the ASA Educator Crisis Survey, and thank you in advance for your timely responses. Please share any additional pertinent information that may not be captured by these questions that you believe should be a part of the conclusions.

You do NOT need to identify yourself and/or your district/charter; however, you are also not precluded from doing so.

THANK YOU for your collaboration as we continue to focus on student academic achievement and excellence across the state. We KNOW it is critical to have highly effective and qualified educators to accomplish the goal of graduating students that are college and career ready!



## LEA Demographic Information

**\*1. Describe your LEA:**

District

Charter

**\*2. Describe the size of your LEA:**

less than 1,000 students

1,000-5,000 students

5,000-10,000 students

more than 10,000 students

**\*3. Describe the location of your LEA:**

Urban

Suburban

Rural

**\*4. Select your county:**

## Current Employment Questions

**\*5. As of this date, do schools within your district/charter still have vacant positions?**

Yes

No

**6. Within your district/charter, how many vacant positions are there?**

- 1-5
- 6-10
- 10-20
- More than 20

**\*7. Please rank order the following positions from the HARDEST TO FILL (1) to EASIEST TO FILL (13)**

- Kindergarten
- SPED
- High School Math
- High School Science
- Middle School Math
- Middle School Science
- Foreign Language
- Art
- Music
- Instructional Coaches
- Math Specialist/Interventionist
- Reading Specialist/Interventionist
- Principal Other School Administrator

**\*8. What market strategies are you currently utilizing for vacant positions? (Check all that apply)**

- Newspapers/magazine job advertisement
- Online job advertisement
- The Arizona Teach-In
- Other job fairs
- Arizona Education Employment Board
- School district website
- Recruitment at universities
- Other

**\*9. Which of the following would best describe your recruitment strategy? Our district/charter recruits:**

- All in-state candidates
- Mostly in-state candidates
- Balance of in-state and out-of-state candidates
- Mostly out-of-state candidates
- All out-of-state candidates
- Other (please explain)

Other (please explain)

**\*10. If you recruit out-of-state candidates, what would you attribute as the primary reason for recruiting outside of Arizona?**

- Not enough in-state candidates to choose from
- The quality of in-state candidates is not adequate
- Both quantity and quality of qualified candidates
- Other (please explain)
- N/A

Other (please explain)

**\*11. If you recruit out-of-state candidates, please rank order the following based on the LARGEST OBSTACLE (1) to LEAST OBSTACLE (9) in bringing out-of-state teachers to Arizona.**

Salaries

Arizona political environment

AZ state certification rules/requirements (reciprocity)

Costs to become certified in AZ (e.g., SEI training, AZ/US Constitution, etc.)

Cost of moving

Cost of living

Arizona education funding rank

Location of our district/charter

Other (please explain in Question #12 below)

**12. Please explain "Other" from Question #11 above.**

## Retention Questions

**\*13. Does your district/charter conduct exit interviews with educators to determine their reasons(s) for leaving?**

- Yes  
 No

**\*14. In general, educators recruited outside of Arizona typically remain at our district/charter:**

- 0-2 Years  
 3-5 years  
 More than 5 years

**\*15. Approximately how many educators broke their contract or resigned during the 2013-2014 school year?**

- 0  
 1 to 5  
 6-10  
 11 to 20  
 More than 20  
 N/A

**\*16. What does your district/charter do if an educator breaks their contract/resigns mid-year? (Check all that apply)**

- Allow them to leave without penalty  
 We have a clause in our contract for a monetary penalty and exercise that clause  
 If a monetary penalty; how much? ( \$500, \$2,500, etc.)  
 Allow educators to break a contract once a suitable replacement is found  
 Other (please explain)  
 N/A

Other (please explain)

**\*17. Does your district/charter submit to the State Board of Education the names of teachers who break contract?**

- Yes
- No (please explain below)

If not, please explain

**\*18. What are the top three reasons most often given for teachers leaving your district/charter?**

- Pursue another career outside of education
- Pursue a position in another district/charter within AZ
- Pursue a position in another state
- Pursue an administrative position within AZ
- Pursue an administrative position in another state
- Pay scale
- Working conditions
- Family issues
- Staying at home for parenting (cost of daycare equals salary)
- Medical issues
- Retirement
- Enrolling in school to pursue a higher degree
- Health issues
- Other (please explain)

Other (please explain)

**\*19. Does your district/charter have a structured mentoring program to assist new teachers with the transition to their new teaching assignment?**

- Yes
- No

**20. If your district/charter does have a structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply):**

- Stipend (\$1,000 or less)
- Stipend (\$1,000 to \$5,000)
- Stipend (\$5,000 to 10,000)
- Stipend (more than \$10,000)
- Formal mentoring training
- Release time for mentor
- Mentor Forums
- Collaborative Tools to use in the process

**\*21. Does your district/charter have a structured induction program to assist new teachers with the transition to their new teaching assignment?**

- Yes
- No

**22. If your district/charter does have a structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply)**

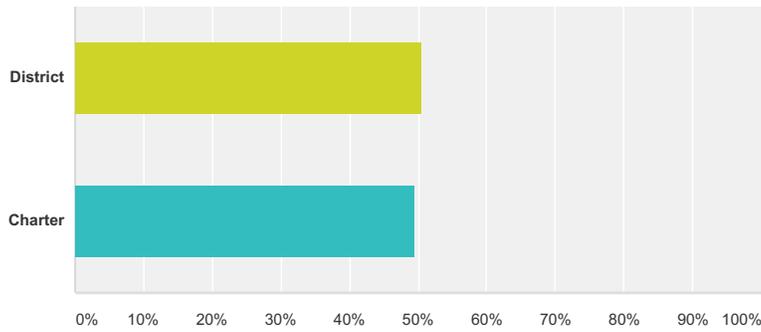
- Required attendance by teachers
- Forums for beginning teachers
- Beginning teacher proficiency levels
- A connection to the mentoring program

**23. Please respond below with any current recruitment and/or retention issues you have that we did not address in the previous questions.**

**24. Optional: If you would like to share your district/charter contact information for follow up information, please do so below.**

### Q1 Describe your LEA:

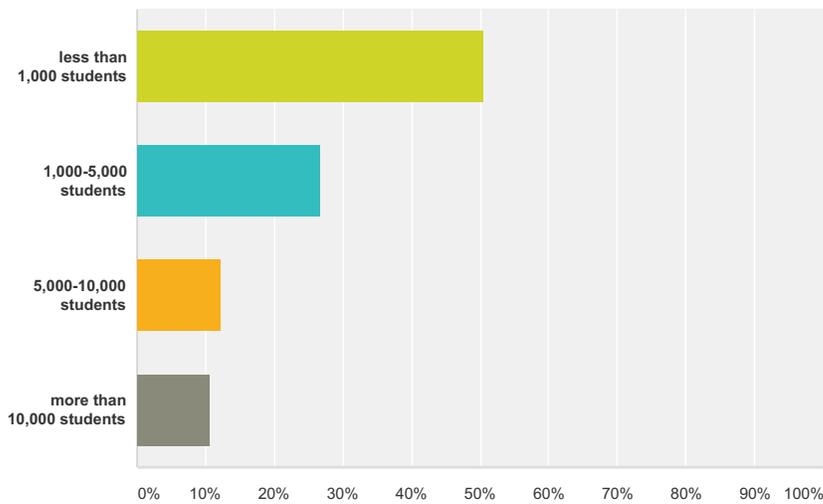
Answered: 180 Skipped: 0



Answer Choices	Responses	
District	50.56%	91
Charter	49.44%	89
<b>Total</b>		<b>180</b>

### Q2 Describe the size of your LEA:

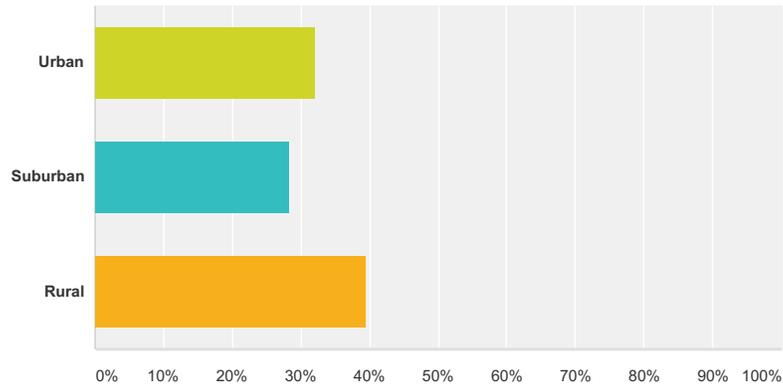
Answered: 180 Skipped: 0



Answer Choices	Responses	
less than 1,000 students	50.56%	91
1,000-5,000 students	26.67%	48
5,000-10,000 students	12.22%	22
more than 10,000 students	10.56%	19
<b>Total</b>		<b>180</b>

### Q3 Describe the location of your LEA:

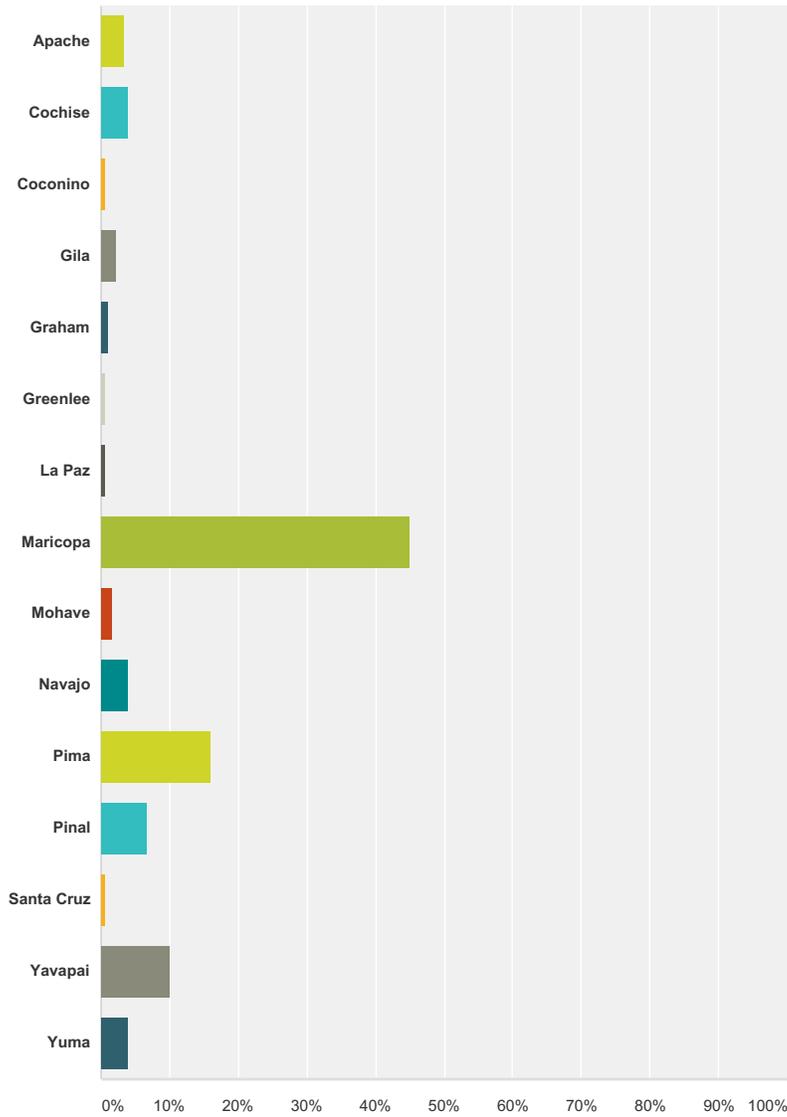
Answered: 180 Skipped: 0



Answer Choices	Responses
Urban	32.22% 58
Suburban	28.33% 51
Rural	39.44% 71
<b>Total</b>	<b>180</b>

**Q4 Select your county:**

Answered: 180 Skipped: 0

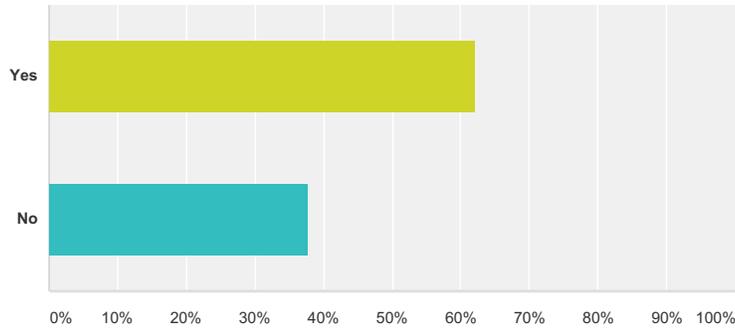


Answer Choices	Responses
Apache	3.33% 6
Cochise	3.89% 7
Coconino	0.56% 1
Gila	2.22% 4
Graham	1.11% 2
Greenlee	0.56% 1
La Paz	0.56% 1
Maricopa	45.00% 81
Mohave	1.67% 3
Navajo	3.89% 7
Pima	16.11% 29
Pinal	6.67% 12
Santa Cruz	0.56% 1
Yavapai	10.00% 18

Yuma	3.89%	7
<b>Total</b>		<b>180</b>

**Q5 As of this date, do schools within your district/charter still have vacant positions?**

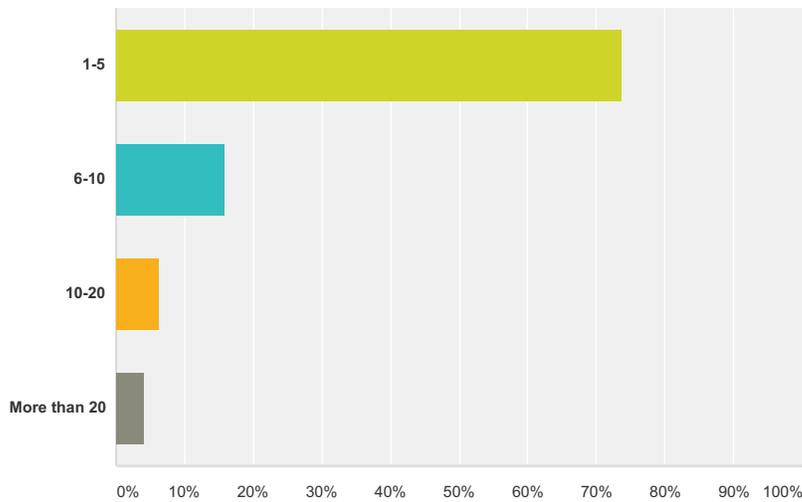
Answered: 180 Skipped: 0



Answer Choices	Responses	Count
Yes	62.22%	112
No	37.78%	68
<b>Total</b>		<b>180</b>

**Q6 Within your district/charter, how many vacant positions are there?**

Answered: 95 Skipped: 85

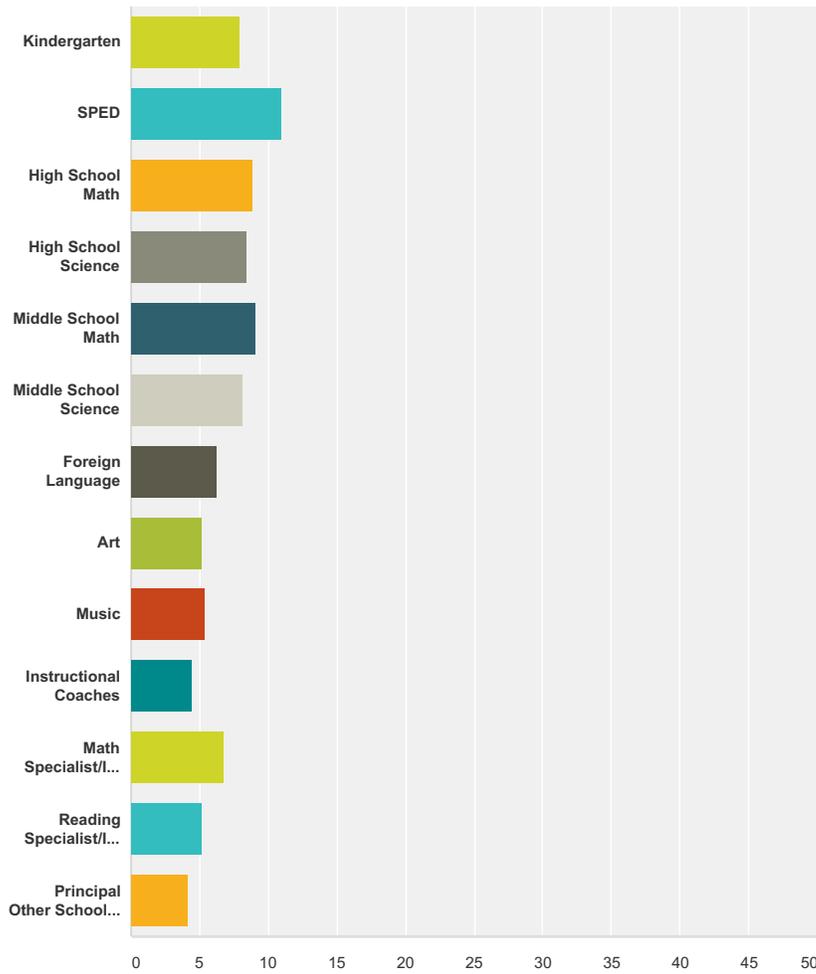


Answer Choices	Responses	Count
1-5	73.68%	70
6-10	15.79%	15
10-20	6.32%	6
More than 20	4.21%	4
<b>Total</b>		<b>95</b>

**Q7 Please rank order the following**

**positions from the HARDEST TO FILL (1) to EASIEST TO FILL (13)**

Answered: 157 Skipped: 23

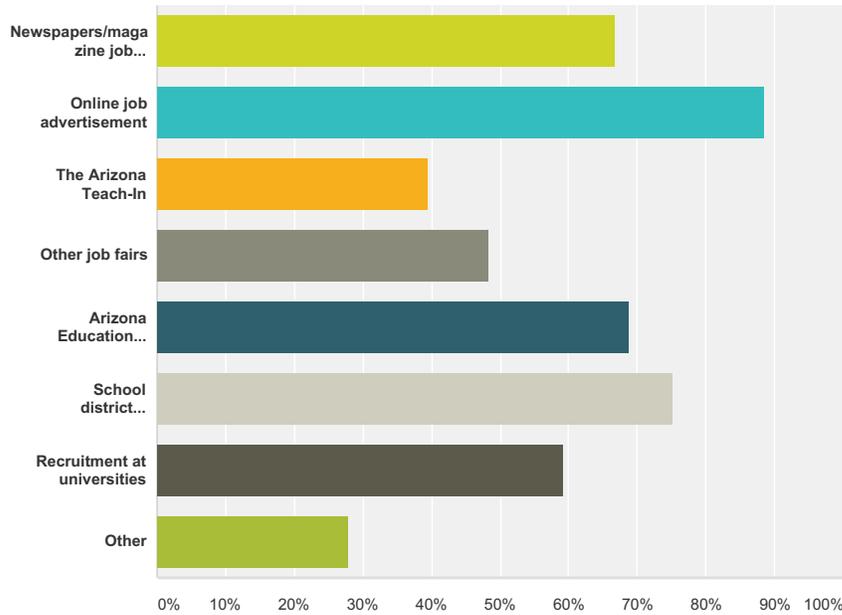


	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Average Ranking
Kindergarten	9.55% 15	10.83% 17	12.10% 19	14.01% 22	6.37% 10	6.37% 10	6.37% 10	6.37% 10	3.82% 6	5.10% 8	6.37% 10	1.91% 3	10.83% 17	157	7.92
SPED	36.94% 58	14.65% 23	17.83% 28	8.92% 14	7.64% 12	3.18% 5	3.18% 5	3.18% 5	1.27% 2	0.64% 1	0.64% 1	1.27% 2	0.64% 1	157	10.91
High School Math	18.47% 29	24.20% 38	10.83% 17	4.46% 7	7.64% 12	5.10% 8	3.18% 5	1.27% 2	1.91% 3	2.55% 4	5.73% 9	4.46% 7	10.19% 16	157	8.90
High School Science	6.37% 10	18.47% 29	20.38% 32	7.64% 12	8.28% 13	5.73% 9	5.73% 9	2.55% 4	3.82% 6	2.55% 4	3.18% 5	12.10% 19	3.18% 5	157	8.47
Middle School Math	11.46% 18	7.64% 12	12.74% 20	21.02% 33	12.74% 20	9.55% 15	7.01% 11	7.64% 12	2.55% 4	2.55% 4	2.55% 4	1.91% 3	0.64% 1	157	9.12
Middle School Science	4.46% 7	8.28% 13	8.92% 14	10.83% 17	14.01% 22	16.56% 26	11.46% 18	8.28% 13	6.37% 10	3.18% 5	3.82% 6	1.27% 2	2.55% 4	157	8.13
Foreign Language	3.82% 6	0.00% 0	2.55% 4	4.46% 7	7.64% 12	14.65% 23	13.38% 21	15.92% 25	10.83% 17	8.28% 13	8.92% 14	5.10% 8	4.46% 7	157	6.26
Art	0.00% 0	0.64% 1	0.64% 1	1.27% 2	6.37% 10	5.73% 9	12.74% 20	18.47% 29	16.56% 26	17.20% 27	8.92% 14	5.73% 9	5.73% 9	157	5.26
Music	0.00% 0	1.91% 3	0.64% 1	3.82% 6	5.73% 9	7.01% 11	10.19% 16	12.10% 19	21.02% 33	14.65% 23	12.10% 19	7.64% 12	3.18% 5	157	5.38
Instructional Coaches	0.00% 0	0.64% 1	0.64% 1	2.55% 4	3.82% 6	5.73% 9	6.37% 10	6.37% 10	12.10% 19	24.84% 39	18.47% 29	12.10% 19	6.37% 10	157	4.49

Math Specialist/Interventionist	2.55% 4	8.92% 14	7.64% 12	8.92% 14	10.83% 17	7.64% 12	7.01% 11	5.73% 9	3.18% 5	7.01% 11	18.47% 29	10.83% 17	1.27% 2	157	6.78
Reading Specialist/Interventionist	3.82% 6	1.91% 3	3.18% 5	5.73% 9	6.37% 10	7.64% 12	7.64% 12	5.10% 8	11.46% 18	4.46% 7	6.37% 10	26.75% 42	9.55% 15	157	5.25
Principal Other School Administrator	2.55% 4	1.91% 3	1.91% 3	6.37% 10	2.55% 4	5.10% 8	5.73% 9	7.01% 11	5.10% 8	7.01% 11	4.46% 7	8.92% 14	41.40% 65	157	4.13

**Q8 What market strategies are you currently utilizing for vacant positions? (Check all that apply)**

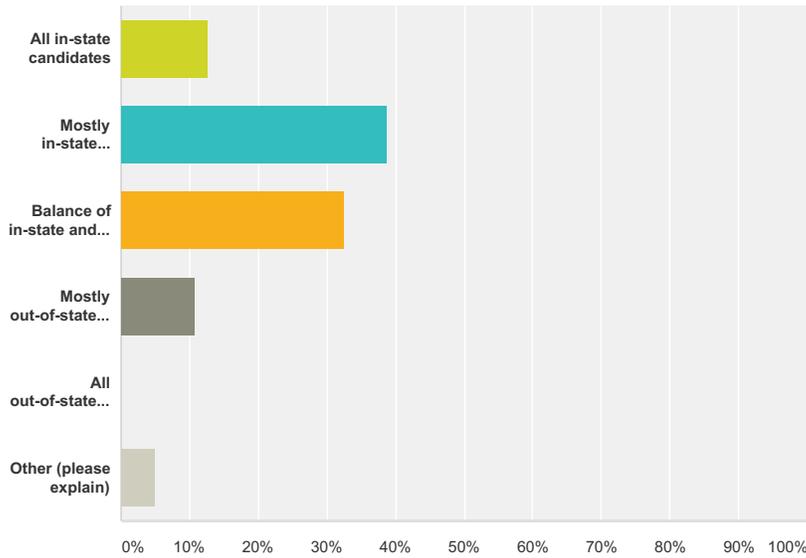
Answered: 157 Skipped: 23



Answer Choices	Responses
Newspapers/magazine job advertisement	66.88% 105
Online job advertisement	88.54% 139
The Arizona Teach-In	39.49% 62
Other job fairs	48.41% 76
Arizona Education Employment Board	68.79% 108
School district website	75.16% 118
Recruitment at universities	59.24% 93
Other	28.03% 44
<b>Total Respondents: 157</b>	

**Q9 Which of the following would best describe your recruitment strategy? Our district/charter recruits:**

Answered: 157 Skipped: 23

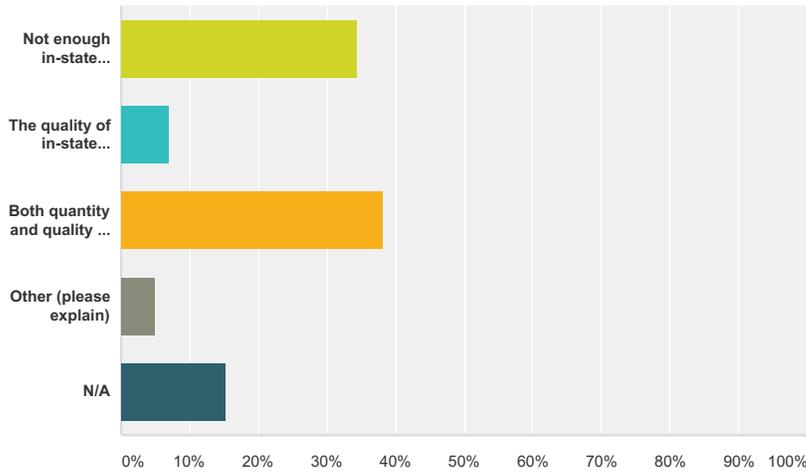


Answer Choices	Responses
All in-state candidates	12.74% 20
Mostly in-state candidates	38.85% 61
Balance of in-state and out-of-state candidates	32.48% 51
Mostly out-of-state candidates	10.83% 17
All out-of-state candidates	0.00% 0
Other (please explain)	5.10% 8
<b>Total</b>	<b>157</b>

#	Other (please explain)	Date
1	International teachers	9/25/2014 2:16 PM
2	Those qualified doesn't matter where they come from	9/23/2014 10:23 AM
3	Looking for Montessori trained teachers	9/18/2014 11:26 AM
4	Navajo preference	9/18/2014 10:48 AM
5	Teach for America	9/18/2014 10:29 AM
6	We would prefer instate as we have had many out of state candidates return home after a year or two.	9/18/2014 10:26 AM
7	Our school is located on the border between Utah and AZ. It is very difficult to get candidates from AZ because of the geographical barrier of the Grand Canyon. .	9/18/2014 10:02 AM
8	We usually hire from outside of the state in our YUMA locations.	9/18/2014 9:46 AM
9	Offer competitive compensation, great benefits,and quality professional opportunities	9/18/2014 9:43 AM
10	We will take them where we find them	9/12/2014 6:01 PM
11	Movie theater advertising	9/12/2014 12:06 PM
12	Best teachers from anywhere. Most came from out of state this year.	9/12/2014 12:02 PM
13	We have little success recruiting out of state candidates to Snowflake	9/12/2014 9:17 AM

**Q10 If you recruit out-of-state candidates, what would you attribute as the primary reason for recruiting outside of Arizona?**

Answered: 157 Skipped: 23

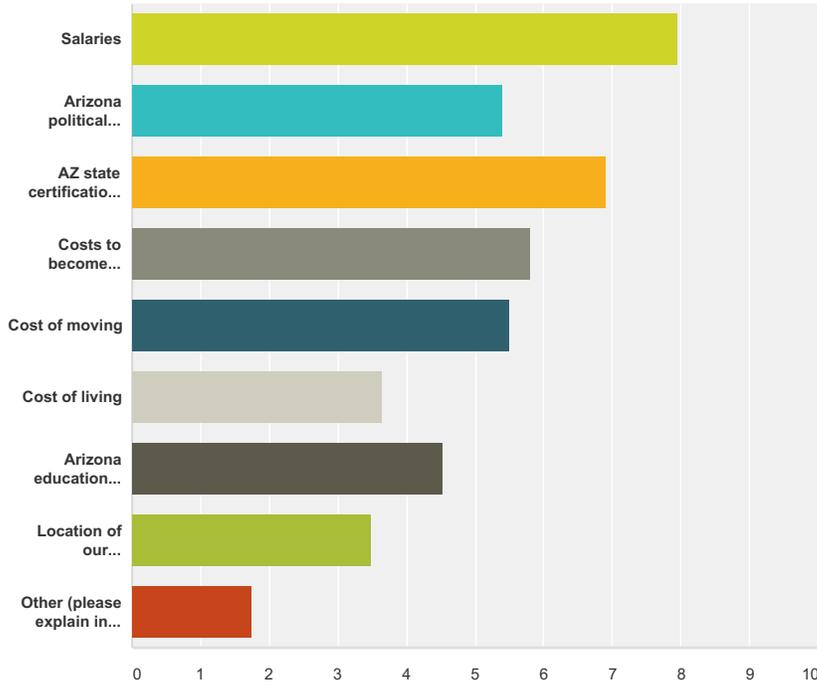


Answer Choices	Responses
Not enough in-state candidates to choose from	34.39% 54
The quality of in-state candidates is not adequate	7.01% 11
Both quantity and quality of qualified candidates	38.22% 60
Other (please explain)	5.10% 8
N/A	15.29% 24
<b>Total</b>	<b>157</b>

#	Other (please explain)	Date
1	Look at quality of candidate (not necessarily the state)	9/23/2014 2:14 PM
2	The out of state candidates have been friends of current employees.	9/21/2014 8:37 PM
3	We are open to in-state and out-of-state candidates. Looking for the best fit with the best qualifications we can find and afford.	9/18/2014 12:39 PM
4	The location of our district	9/18/2014 10:02 AM
5	YUMA county has a teaching shortage. Our other sites hire from both a pool of candidates within the state and out of the state.	9/18/2014 9:46 AM
6	No in state applicants	9/13/2014 3:59 PM
7	Pay and the teacher eval system	9/12/2014 11:06 PM
8	All of the above.	9/12/2014 3:14 PM
9	Many in-state candidates prefer to work in larger cities and do not want to come to Yuma.	9/12/2014 12:02 PM
10	We find most Arizona teachers are not interested in working in rural Arizona.	9/12/2014 11:24 AM
11	Have not been successful with most out of state candidates.	9/12/2014 11:00 AM

**Q11 If you recruit out-of-state candidates, please rank order the following based on the LARGEST OBSTACLE (1) to LEAST OBSTACLE (9) in bringing out-of-state teachers to Arizona.**

Answered: 157 Skipped: 23



	1	2	3	4	5	6	7	8	9	Total	Average Ranking
Salaries	54.14% 85	20.38% 32	12.10% 19	5.73% 9	2.55% 4	1.91% 3	0.64% 1	1.27% 2	1.27% 2	157	7.96
Arizona political environment	4.46% 7	18.47% 29	16.56% 26	9.55% 15	14.65% 23	13.38% 21	10.83% 17	7.64% 12	4.46% 7	157	5.40
AZ state certification rules/requirements (reciprocity)	17.20% 27	24.20% 38	22.29% 35	20.38% 32	5.73% 9	7.01% 11	1.91% 3	0.64% 1	0.64% 1	157	6.91
Costs to become certified in AZ (e.g., SEI training, AZ/US Constitution, etc.)	3.18% 5	12.74% 20	17.20% 27	27.39% 43	17.83% 28	12.10% 19	8.92% 14	0.64% 1	0.00% 0	157	5.81
Cost of moving	5.10% 8	9.55% 15	12.74% 20	17.83% 28	27.39% 43	15.92% 25	9.55% 15	1.91% 3	0.00% 0	157	5.52
Cost of living	0.64% 1	1.91% 3	2.55% 4	3.82% 6	14.65% 23	26.75% 42	26.11% 41	21.02% 33	2.55% 4	157	3.65
Arizona education funding rank	5.10% 8	7.64% 12	8.92% 14	10.19% 16	10.19% 16	16.56% 26	23.57% 37	17.20% 27	0.64% 1	157	4.54
Location of our district/charter	5.73% 9	5.10% 8	5.10% 8	4.46% 7	5.73% 9	5.10% 8	14.65% 23	45.86% 72	8.28% 13	157	3.48
Other (please explain in Question #12 below)	4.46% 7	0.00% 0	2.55% 4	0.64% 1	1.27% 2	1.27% 2	3.82% 6	3.82% 6	82.17% 129	157	1.75

**Q12 Please explain "Other" from Question #11 above.**

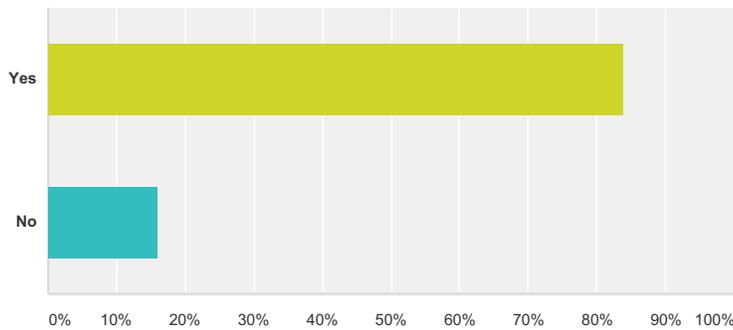
Answered: 26 Skipped: 154

#	Responses	Date
1	In our community there are very few places for teachers to live.	9/26/2014 10:20 AM
2	don't do this	9/25/2014 9:35 PM
3	Rural, remote, location, size of community	9/25/2014 2:16 PM
4	Knowledge and Experience in strategies for or target population of high school "dropouts"	9/25/2014 1:00 PM
5	Get Homesick	9/25/2014 11:54 AM

6	Anyone we have interviewed from out of state has accepted the job. We have not had difficulty hiring out-of-state (California, Michigan, Florida, Minnesota, Nebraska),	9/25/2014 10:36 AM
7	High accountability with low support	9/23/2014 5:31 PM
8	just numbered randomly as we do not recruit out of state	9/23/2014 3:49 PM
9	Obtaining a AZ fingerprint clearance card. It takes 8 to 10 weeks still.	9/21/2014 8:37 PM
10	The length of time it takes candidates to get their fingerprint clearance card...12 weeks is an excessive amount of time.	9/20/2014 3:44 PM
11	We do not recruit out of state	9/19/2014 12:18 PM
12	it's even harder to find trained and qualified Montessori and Waldorf teachers.	9/18/2014 1:21 PM
13	Montessori credentials not recognized in the AZ	9/18/2014 11:26 AM
14	We do not recruit from out of state	9/18/2014 10:58 AM
15	no housing available	9/18/2014 10:48 AM
16	Cost of living and salary have proven to be the biggest hinderances in recruiting out of state candidates. We had 3 candidates this summer who initially took the job than looked at their budget and declined.	9/18/2014 10:26 AM
17	N/A	9/18/2014 9:44 AM
18	Maybe you can't find quality teachers because you can't count. Also, if #9 is N/A, #10 should not be a required answer.	9/18/2014 9:43 AM
19	Different fiscal years for each state. Start and end dates of teacher contracts vary from state to state.	9/15/2014 3:10 PM
20	N/A	9/15/2014 11:59 AM
21	N/A	9/15/2014 9:12 AM
22	No other- You can't move on without checking other.	9/12/2014 12:06 PM
23	Many are looking for jobs in states where there have been a loss of growth. This year many are seeking a warmer climate due to harsh weather in their home states this past couple of years.	9/12/2014 12:02 PM
24	Do not recruit out of state due to budgetary constraints.	9/12/2014 11:43 AM
25	District Housing Subsidy	9/12/2014 11:36 AM
26	Either want to live in city or closer to home.	9/12/2014 10:48 AM

**Q13 Does your district/charter conduct exit interviews with educators to determine their reasons(s) for leaving?**

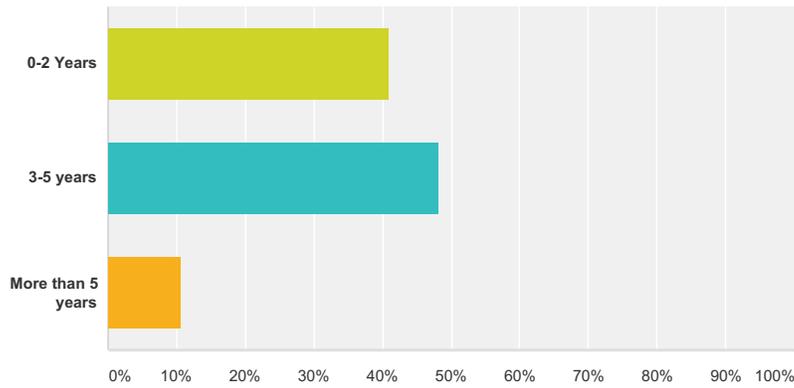
Answered: 149 Skipped: 31



Answer Choices	Responses
Yes	83.89% 125
No	16.11% 24
<b>Total</b>	<b>149</b>

**Q14 In general, educators recruited outside of Arizona typically remain at our district/charter:**

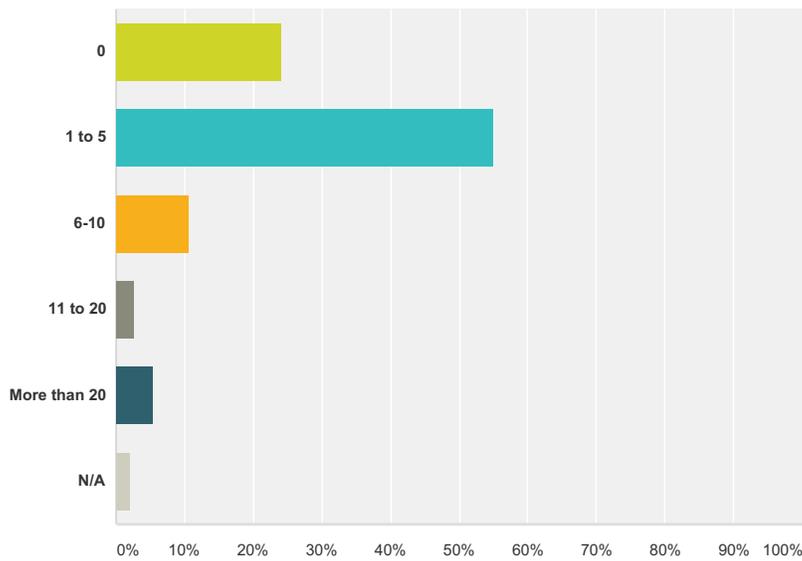
Answered: 149 Skipped: 31



Answer Choices	Responses	
0-2 Years	40.94%	61
3-5 years	48.32%	72
More than 5 years	10.74%	16
<b>Total</b>		<b>149</b>

**Q15 Approximately how many educators broke their contract or resigned during the 2013-2014 school year?**

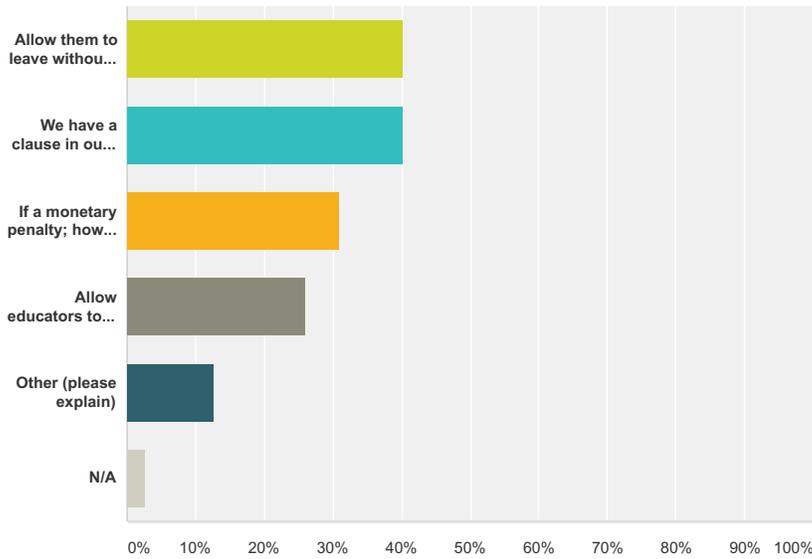
Answered: 149 Skipped: 31



Answer Choices	Responses	
0	24.16%	36
1 to 5	55.03%	82
6-10	10.74%	16
11 to 20	2.68%	4
More than 20	5.37%	8
N/A	2.01%	3
<b>Total</b>		<b>149</b>

### Q16 What does your district/charter do if an educator breaks their contract/resigns mid-year? (Check all that apply)

Answered: 149 Skipped: 31



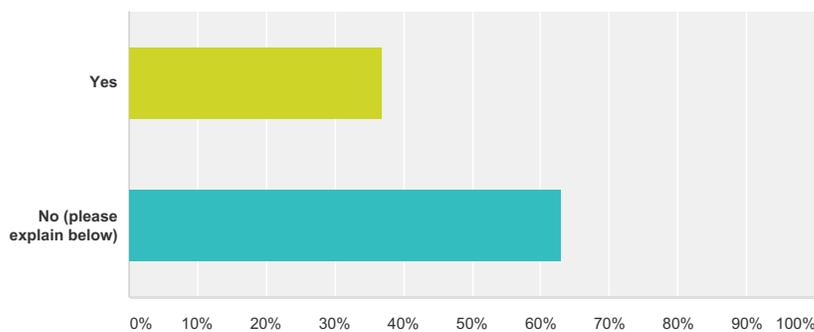
Answer Choices	Responses
Allow them to leave without penalty	40.27% 60
We have a clause in our contract for a monetary penalty and exercise that clause	40.27% 60
If a monetary penalty; how much? ( \$500, \$2,500, etc.)	30.87% 46
Allow educators to break a contract once a suitable replacement is found	26.17% 39
Other (please explain)	12.75% 19
N/A	2.68% 4
<b>Total Respondents: 149</b>	

#	Other (please explain)	Date
1	\$2,500	9/26/2014 9:29 AM
2	Report to ADE	9/25/2014 4:16 PM
3	Liquidated damages up to \$2,000.00	9/25/2014 2:18 PM
4	\$1,000	9/25/2014 11:58 AM
5	\$500	9/25/2014 11:39 AM
6	We will be putting a clause in for the next school year	9/25/2014 11:35 AM
7	Handled on a case by case basis. There is a monetary penalty, sometimes implemented.	9/25/2014 11:09 AM
8	Evaluate each situation on a individual basis.	9/25/2014 10:55 AM
9	At Will Contract	9/24/2014 6:47 PM
10	Document no-rehirable status	9/23/2014 5:35 PM
11	Board decides if charge \$2,500.00	9/23/2014 5:12 PM
12	Release after 14 days notice with no penalty	9/18/2014 5:55 PM
13	1500	9/18/2014 4:07 PM
14	If they resign mid-year, they are not eligible for re-hire at a later date.	9/18/2014 12:59 PM
15	Our charter has at-will agreements with a 30 day exit clause that is no cause as a result of state funding structure	9/18/2014 12:41 PM
16	If I have paid for Montessori training, I have them repay amount if they have not stayed for 3 years	9/18/2014 11:39 AM

17	At will employment due to charter status	9/18/2014 11:18 AM
18	Severance pay % is included in contract	9/18/2014 10:36 AM
19	It depends on the situation	9/18/2014 10:12 AM
20	Monetary penalty is up to 10% of contract, and the consequence depends on the individual situation.	9/18/2014 10:00 AM
21	Leave without penalty - resigned after pregnancy leave	9/18/2014 9:47 AM
22	2,500.00	9/17/2014 4:57 PM
23	Not a penalty...liquidated damages	9/14/2014 7:20 AM
24	file with ADE	9/13/2014 7:52 AM
25	The possible exceptions would be family emergency, etc.	9/12/2014 6:03 PM
26	\$2500 liquidated damages and submit name and infor to ADE for unprofessionalism	9/12/2014 4:24 PM
27	\$2,500	9/12/2014 3:37 PM
28	\$1,000 liquidated damages	9/12/2014 2:49 PM
29	\$2,000 penalty	9/12/2014 2:44 PM
30	Begin Termination Proceedings, File Unprofessional Conduct Report with ADE	9/12/2014 11:41 AM
31	\$2,000 in penalty, but hard time getting them to pay	9/12/2014 11:30 AM
32	we report to ADE Cert. unit	9/12/2014 11:09 AM
33	\$2,500.	9/12/2014 11:07 AM
34	\$1,000.00	9/12/2014 11:04 AM
35	depends on circumstances	9/12/2014 11:02 AM
36	Monetary penalty is 10 days per diem	9/12/2014 10:52 AM
37	\$2500-- new for SY15. Last year-no fee.	9/12/2014 10:45 AM
38	\$1,500	9/12/2014 9:57 AM
39	1500	9/12/2014 9:53 AM
40	The penalty is \$500	9/12/2014 9:29 AM
41	2500	9/12/2014 9:14 AM
42	\$750	9/11/2014 9:27 PM
43	\$1,000	9/11/2014 8:14 PM
44	We must find a qualified replacement who is hired at the same time the resignation is approved. If someone walks/abandons, we report it to ADE as unprofessional conduct.	9/11/2014 7:49 PM
45	Penalty is \$1500	9/11/2014 7:34 PM

**Q17 Does your district/charter submit to the State Board of Education the names of teachers who break contract?**

Answered: 149 Skipped: 31



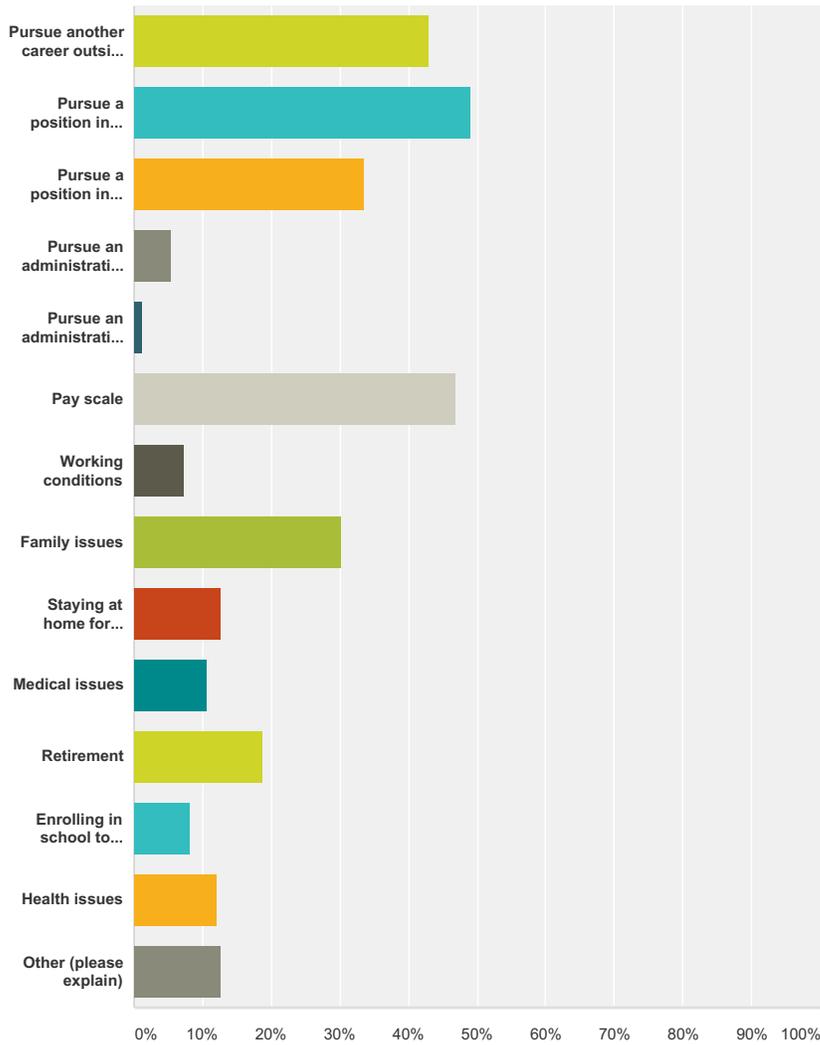
Answer Choices	Responses
Yes	36.91% 55
No (please explain below)	63.09% 94

Total		149
#	if not, please explain	Date
1	We have an at-will employment agreement	9/25/2014 9:39 PM
2	We generally do...it depends on the situation.	9/25/2014 4:16 PM
3	We often find they may be adequate teachers for non high risk students in the case where they resign because they have a hard time with our teaching standards	9/25/2014 1:14 PM
4	It was mutually agreed upon in most cases	9/25/2014 11:35 AM
5	No explanation. Just not our practice to do so.	9/25/2014 11:09 AM
6	We used to. However, the Arizona Department of Education told us they do not discipline certified teachers for breaking contracts with charter schools. So, there was no point in reporting them (or having contracts).	9/25/2014 10:47 AM
7	I do not know	9/24/2014 6:47 PM
8	Our district provides employment agreements and not contracts	9/23/2014 5:35 PM
9	The one occasions this occurred, the teacher did not return the final week of school. Teacher was retiring and the District did not report to State Board of Education.	9/23/2014 5:11 PM
10	At will contracts	9/23/2014 10:26 AM
11	N/A	9/23/2014 9:10 AM
12	If they follow the clause in our contract and work with us while finding a replacement we do not report them.	9/22/2014 8:58 AM
13	If they don't want to be there, we don't want them. Our culture is important to us.	9/20/2014 3:47 PM
14	Because we hold them until a replacement is found (except for emergency circumstances), we feel they are being professionally responsible.	9/20/2014 1:32 PM
15	I am just as happy to see the person leave if they are not happy here. I am not sure breaking a contract should penalize a teacher in future endeavors.	9/19/2014 2:14 PM
16	Didn't know it was required	9/19/2014 10:58 AM
17	We want teachers who are willing to be dedicated to teaching their students. If they are short-changing their students, then we will allow them to leave.	9/18/2014 8:05 PM
18	Not yet due to reasons for breaking contracts.	9/18/2014 4:07 PM
19	We haven't done it in the past but we'll start doing it this year.	9/18/2014 1:57 PM
20	no contracts	9/18/2014 1:50 PM
21	not sure; that's a question for other Admin.	9/18/2014 1:26 PM
22	Our teachers are not under contract.	9/18/2014 12:59 PM
23	As explained above, current year funding requires us to use at-will agreements with a 30 day exit clause.	9/18/2014 12:41 PM
24	No action by state board is taken against thier certificate.	9/18/2014 11:45 AM
25	I have never had a teachers break a contract in the middle of school year.	9/18/2014 11:39 AM
26	at will employees	9/18/2014 11:18 AM
27	Contract is at will for both parties	9/18/2014 11:01 AM
28	We are a charter school with an at will contract.	9/18/2014 10:33 AM
29	If they broke the contract for an unreasonable conflict.	9/18/2014 10:12 AM
30	I thought Arizona was a right to work state and the teachers had the "right" to leave. We have employee agreements, not "contracts".	9/18/2014 10:12 AM
31	Typically when teachers break contract there is a mutual element, and in such cases we do not report to the SBE.	9/18/2014 10:00 AM
32	We have at will agreements. Therefore, either party may part ways.	9/18/2014 9:49 AM
33	Not at this time	9/18/2014 9:47 AM
34	See above - pregnancy issue	9/18/2014 9:47 AM
35	We did not have any teachers break contract.	9/17/2014 5:43 PM
36	We did not in previous years but have begun this year.	9/17/2014 4:57 PM
37	Suitable replacement. Educators left the field education.	9/17/2014 9:16 AM
38	There is no point in submitting the names as the ADE could care less. Their investigation department is lightly staffed and has far more serious issues to deal with.	9/15/2014 6:34 PM
39	Currently under review for the 14-15 school year.	9/15/2014 3:14 PM
40	If received within a reasonable time frame to replace.	9/15/2014 12:01 PM
41	No, unless they do not have a legitimate reason for leaving.	9/15/2014 10:12 AM

42	sometimes	9/14/2014 11:38 AM
43	The current rate of investigation is ridiculous.	9/13/2014 4:02 PM
44	However, there's never been any consequences.	9/12/2014 4:24 PM
45	There seldom seems to be any penalty from ADE for a teacher who breaks his/her contract.	9/12/2014 3:53 PM
46	We recommend to our board to submit the names of teachers who resign without a justifiable reason. As you know this is difficult to determine. Also difficult to collect the \$2500 when they resign.	9/12/2014 3:37 PM
47	We report to the SBE if a teacher does not work cooperatively with the district and leave prior to finding a suitable replacement.	9/12/2014 2:49 PM
48	I am unaware of any that have been submitted prior to my arrival, and since I have been here no one has broken their contract	9/12/2014 2:44 PM
49	Typically we allow them to resign. I have found that to SBE does not revoke their certificate if they break their contract, so there is no real penalty if we terminate their employment with us.	9/12/2014 11:30 AM
50	Yes, if they don't pay the fee.	9/12/2014 11:07 AM
51	Only if they do not pay the penalty.	9/12/2014 9:57 AM
52	We do not typically have teachers break contracts mid year except for health or unavoidable family situations. Usually it is during the summer and because they have found another/better job.	9/12/2014 9:53 AM
53	Attorneys gave us a choice report to ADE or pay penalty	9/12/2014 9:53 AM
54	We only file a complaint if they refuse to wait until we employ a replacement or if they refuse to pay liquidated damages.	9/12/2014 8:38 AM
55	Nothing is ever done.	9/12/2014 6:29 AM
56	Penalty is enough	9/12/2014 12:52 AM
57	Usually it is in our best interest to let them leave.	9/11/2014 11:50 PM
58	No time	9/11/2014 9:51 PM
59	Reporting serious misconduct does not result in action by ADE ... why add to the "pile"?	9/11/2014 9:27 PM
60	No confidence in the alignment of the consequence.	9/11/2014 8:20 PM
61	Suitable replacement found prior to start of school year.	9/11/2014 8:09 PM
62	Certified have paid penalties.	9/11/2014 7:50 PM
63	There is a feeling that the State Board of Education will not do anything with this information.	9/11/2014 7:22 PM

**Q18 What are the top three reasons most often given for teachers leaving your district/charter?**

Answered: 149 Skipped: 31

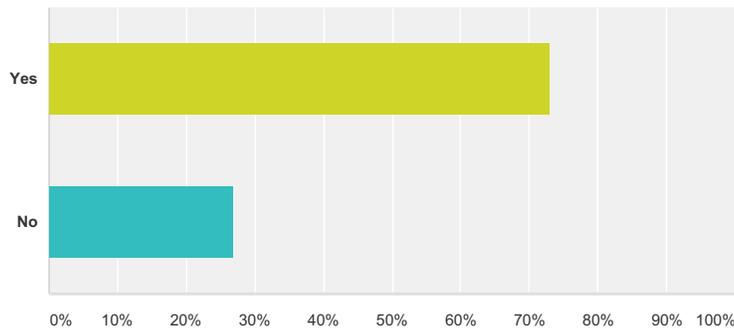


Answer Choices	Responses
Pursue another career outside of education	42.95% 64
Pursue a position in another district/charter within AZ	48.99% 73
Pursue a position in another state	33.56% 50
Pursue an administrative position within AZ	5.37% 8
Pursue an administrative position in another state	1.34% 2
Pay scale	46.98% 70
Working conditions	7.38% 11
Family issues	30.20% 45
Staying at home for parenting (cost of daycare equals salary)	12.75% 19
Medical issues	10.74% 16
Retirement	18.79% 28
Enrolling in school to pursue a higher degree	8.05% 12
Health issues	12.08% 18
Other (please explain)	12.75% 19
<b>Total Respondents: 149</b>	

#	Other (please explain)	Date
1	Moving out of state	9/25/2014 9:39 PM
2	Work at a school that is not year-round for vacation reasons	9/25/2014 1:14 PM
3	A 'variety' of reasons would come in third - typically related to an increase in pay either in state or out of state.	9/25/2014 11:09 AM
4	Relocating and leaving education	9/25/2014 10:47 AM
5	Paying for medical benefits	9/24/2014 6:47 PM
6	Reduction in Force - Fluctuations in ADM - rural area	9/23/2014 5:11 PM
7	salary is low	9/22/2014 2:52 PM
8	They are not doing their job.	9/18/2014 8:05 PM
9	Moving back to where family is to raise their children.	9/18/2014 2:04 PM
10	Spouse takes job in another city out of state	9/18/2014 1:22 PM
11	Only 2 teachers have exited during school year in last 15 years	9/18/2014 10:36 AM
12	Travel time and distance to get to work.	9/18/2014 10:06 AM
13	Move to another state, distance of commute	9/14/2014 7:20 AM
14	Don't value their Principal	9/13/2014 7:52 AM
15	Unsuited to education profession	9/12/2014 6:03 PM
16	Spouse takes job in other location	9/12/2014 11:26 AM
17	Job at the Community College	9/12/2014 11:04 AM
18	Extended year calendar	9/12/2014 10:52 AM
19	Evaluation. Longer school year.	9/12/2014 10:45 AM
20	Commuting expense	9/12/2014 9:57 AM
21	We have had teachers who are mostly women resign due to their husbands taking employment outside our community. Our largest employer, a papermill closed down.	9/12/2014 9:53 AM
22	AZ certification hoops too costly loss of 301 incentives	9/11/2014 9:51 PM
23	location	9/11/2014 7:50 PM
24	Personal reasons...They came to Tucson with a significant other who is at UA for a graduate program, etc. When completed, they move elsewhere.	9/11/2014 7:49 PM

**Q19 Does your district/charter have a structured mentoring program to assist new teachers with the transition to their new teaching assignment?**

Answered: 149 Skipped: 31

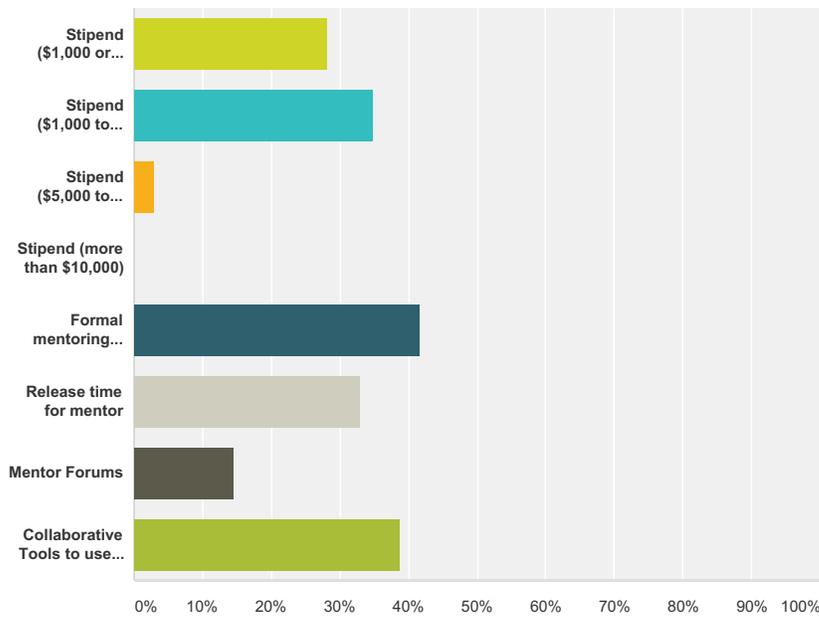


Answer Choices	Responses
Yes	73.15% 109
No	26.85% 40
<b>Total</b>	<b>149</b>

**Q20 If your district/charter does have a**

**structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply):**

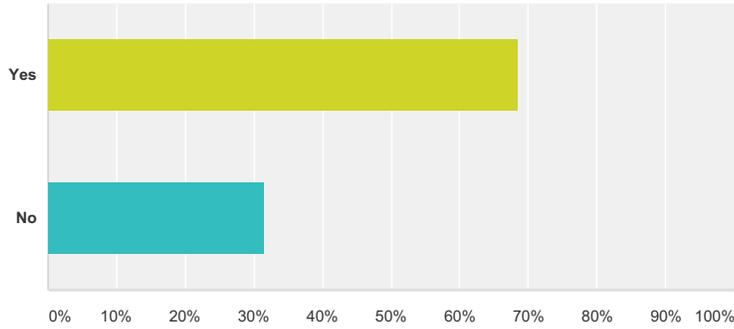
Answered: 103 Skipped: 77



Answer Choices	Responses
Stipend (\$1,000 or less)	28.16% 29
Stipend (\$1,000 to \$5,000)	34.95% 36
Stipend (\$5,000 to \$10,000)	2.91% 3
Stipend (more than \$10,000)	0.00% 0
Formal mentoring training	41.75% 43
Release time for mentor	33.01% 34
Mentor Forums	14.56% 15
Collaborative Tools to use in the process	38.83% 40
<b>Total Respondents: 103</b>	

**Q21 Does your district/charter have a structured induction program to assist new teachers with the transition to their new teaching assignment?**

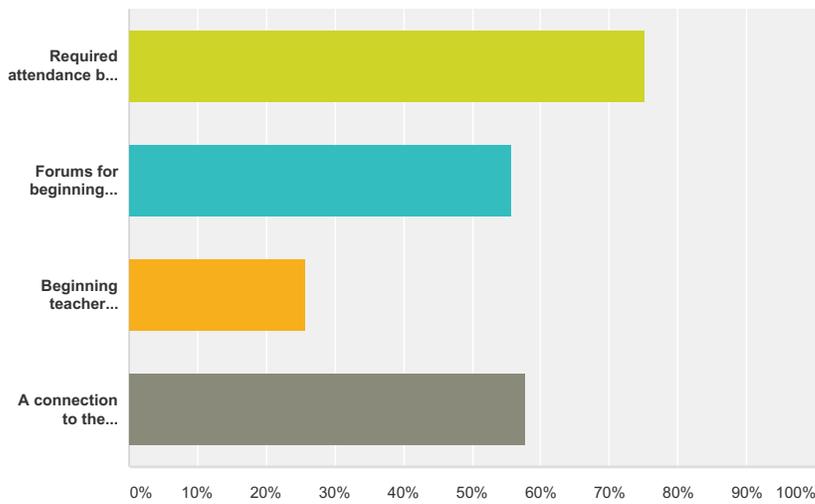
Answered: 149 Skipped: 31



Answer Choices	Responses
Yes	68.46% 102
No	31.54% 47
<b>Total</b>	<b>149</b>

**Q22 If your district/charter does have a structured mentoring program for new teachers, do your mentor teachers receive any of the following (please check all that apply)**

Answered: 97 Skipped: 83



Answer Choices	Responses
Required attendance by teachers	75.26% 73
Forums for beginning teachers	55.67% 54
Beginning teacher proficiency levels	25.77% 25
A connection to the mentoring program	57.73% 56
<b>Total Respondents: 97</b>	

**Q23 Please respond below with any current recruitment and/or retention issues you have that we did not address in the previous questions.**

Answered: 39 Skipped: 141

#	Responses	Date
1	Lack of qualified applicants	9/25/2014 9:39 PM
2	I believe there are many teachers holding a teaching degree but unable to pass the AEPA due to language issue. As administrators, we should be able to let a teacher go if they cannot perform, Knowing some of th	9/25/2014 4:16 PM
3	n/a	9/25/2014 3:00 PM
4	Many experienced teachers who apply have not really mastered teaching strategies that ensure learning for students who have not succeeded in other programs. They often do not demonstrate the ability to check for understanding, or use data to drive instruction, and have few intervention skills for students who have not mastered the initial lesson objectives. There seems to be a lack of effective instructional supervision in their previous places of employment.	9/25/2014 1:14 PM
5	New teachers receive more frequent class visits for coaching purposes and for additional evaluations. We have a Director of Curriculum and Professional Development (even though we are a small district) who will work as a one-on-one coach with new teachers in skills development. She was a NBC Teachers, and brings much expertise to these conversations.	9/25/2014 11:09 AM
6	Our issue in recruitment is living in a remote and rural area.	9/25/2014 11:03 AM
7	It has even become incredibly difficult to find quality, qualified high school history teachers.	9/25/2014 10:47 AM
8	None	9/23/2014 5:11 PM
9	The state of Arizona needs to put more money into education period!!!!, Pay the school more so we can properly educate our future!!!! We could pay the teachers more, train them more, meet the demands of the state with technology/ standards etc The bottom line is MONEY!!!!!!!!!!!!!!	9/23/2014 3:54 PM
10	Encourage teachers to have student teachers, so that we can recruit/hire from the best student teachers	9/20/2014 1:32 PM
11	No problems experienced except with subs; survey needs to allow questions to be skipped or NA checked more often - I was forced to answer questions that did not apply	9/18/2014 1:50 PM
12	hard to get qualified prof. to rural AZ	9/18/2014 1:26 PM
13	I have difficulty finding Montessori trained teachers.	9/18/2014 11:39 AM
14	Schools in rural areas also have to contend with housing for teachers	9/18/2014 11:01 AM
15	It is more difficult to recruit teachers in poverty areas like South Phoenix where we are located, even though we are an A school	9/18/2014 10:36 AM
16	There should be more job fairs that align to the types of schools and their programs. Charter vs. District, Alternative Schools, etc.	9/18/2014 10:07 AM
17	Arizona schools simply do not receive enough money to pay their teachers a living wage. Our teachers essentially have to take a vow of poverty to stay in the profession.	9/18/2014 10:07 AM
18	Our recruitment and retention issues primarily have to do with extreme rural location and travel distance for teachers.	9/18/2014 10:06 AM
19	There is shortage of Highly qualified candidates in certain counties. This has create a need for teacher and therefore, the state should include higher equalization funds for these areas.	9/18/2014 9:49 AM
20	Lack of well-trained Arizona teachers proficient in project-based learning and engagement of urban learners	9/18/2014 9:47 AM
21	We have experienced continued problems with ADE personnel in the certification department given misleading and/or contradictory information. I have spoken with Superintendent Huppenthal about the most egregious cases.	9/15/2014 6:34 PM
22	Many recruitment fairs run within a six-eight week window.	9/15/2014 3:14 PM
23	N/A	9/15/2014 12:01 PM
24	5	9/13/2014 7:52 AM
25	We struggle as we are a bit more "removed" from Maricopa County. We find that teachers may stay with us a year or two, gain experience and then seek employment closer to their home or larger metropolitan areas.	9/12/2014 2:49 PM
26	I spent the entire summer recruiting and have done so the last 4 years. We are experiencing retirements, mostly but some leaving for other jobs. This year, a special education teacher left with zero notice. We sent the sheriff to the house fearing an emergency. The teacher had packed the Friday before and left for California.	9/12/2014 12:13 PM
27	Certification and becoming highly qualified make it more difficult.	9/12/2014 11:26 AM
28	Reciprocity for Middle School and Kindergarden certs or endorsements is a huge barrier. AZ does not provide enough candidates to fill positions in AZ. We recruit heavily out of state out of sheer necessity. This year approx 65% of our new staff came from other states. Our out of state candidates may stay 1-3 years to get experience and then go back to their home state to be near family.	9/12/2014 11:07 AM
29	We are in need of a middle school English teacher. That was not on your list.	9/12/2014 11:04 AM
30	Working directly with career centers outside of any job fairs that might be offered	9/12/2014 10:52 AM
31	Regarding #19-22...we just started a new induction and mentoring program. We are in the very beginning stages of it and hope to increase retention. However, salaries, evaluation, performance classifications/pay may be an obstacle. We're currently looking for a Technology Teacher. We've already had one teacher resign and implemented the fee. The quality of teachers coming into the profession is low. They're not prepared for management, Common Core/AZCCRS, and the challenges of the profession.	9/12/2014 10:45 AM

32	We have to do our best to promote and recruit locally. It is impossible to be able to afford to move into our community from somewhere else and get established on a teacher's salary.	9/12/2014 9:53 AM
33	Lack of funding is making it hard to keep the younger teachers since the pay is low. We are seeing younger teachers more and more leaving the teaching profession because they cannot afford to teach.	9/12/2014 9:29 AM
34	As the economy improves, I believe that teacher recruitment and retention will become an even greater challenge.	9/12/2014 9:14 AM
35	The previous question on the hardest-to-fill positions excluded elementary classroom positions. In the ASA survey this fall, nearly 1/3 of the districts reported that they still have elementary classroom vacancies - more than the percentage reporting special education vacancies.	9/12/2014 8:38 AM
36	Pooling Title II funds to recruit at out of state job fairs. Research Texas Model	9/12/2014 12:52 AM
37	Too many different applications discourage recruits and waste time and money.	9/11/2014 11:50 PM
38	Certification delays from reciprocity causing no release of 301 funds used as recruitment tool	9/11/2014 9:51 PM
39	Anxiety over school labels and state testing requirements and what does that look like for Arizona - we have no answers to give. Teachers are certified and highly qualified in multiple states until they arrive in AZ only to be professionally and financially offended by being offered a 1 year certificate at full cost with hoops to jump through for next 1-4 years. Paycheck sticker shock- out of state teachers sign up for stated salary but have cardiac arrest after Arizona taxes and ASRS eat up their take home pay -- immediate buyer's remorse and they start looking for better paying (better take-home pay) job.	9/11/2014 9:27 PM

**Q24 Optional: If you would like to share your district/charter contact information for follow up information, please do so below.**

Answered: 32 Skipped: 148

#	Responses	Date
1	Tom Beckett - Director of HR Maricopa Unified School District #20 tbeckett@musd20.org 520.568.5100 ext. 1003	9/26/2014 9:29 AM
2	Gloria Proo, Albert Garcia, Michele Heimpel Pima Vocational High School, 97 E. Congress St. #30, Tucson, AZ.	9/25/2014 1:14 PM
3	Excellent resource re: teacher training and retention efforts: Sally Glennon Director of Curriculum and Professional Development sglennon@tanq.org 520.749.5751, ext. 4120	9/25/2014 11:09 AM
4	Shonto Preparatory Schools, www.hr@shontoprep.org.	9/25/2014 11:03 AM
5	Crane Schools Yuma AZ	9/25/2014 10:55 AM
6	Accelerated Elementary and Secondary Schools	9/18/2014 8:05 PM
7	Bud Stewart, Superintendent The Academy of Tucson 10729 E. 22nd St. Tucson, AZ 85748	9/18/2014 1:22 PM
8	Chuck.Hoover@dvusd.org	9/18/2014 11:45 AM
9	Carolyn Sawyer, Champion Schools 7900 S. Jesse Owens Parkway, Phx 85042 csawyer@championschools.org	9/18/2014 10:36 AM
10	Mr. Juve Lopez jlopez1@phoenixunion.org Ms. Alvina Turman turman@phoenixunion.org	9/15/2014 3:14 PM
11	Gila Bend USD lynnnettem@gbusd.org (928) 683-2225 ext. 152	9/15/2014 9:35 AM
12	Laveen Elementary School District	9/14/2014 7:20 AM
13	Kristi Sandvik besd	9/12/2014 11:09 PM
14	Fowler Elementary School District Marvene Lobato 623-707-4512	9/12/2014 4:24 PM
15	Union Elementary School District	9/12/2014 3:37 PM
16	J.O. Combs Unified School District	9/12/2014 2:49 PM
17	Stanfield Elementary School District No. 24	9/12/2014 2:44 PM
18	Virginia W. Juettner Continental Elementary School District vjuettner@csd39.org 520-625-4581	9/12/2014 12:13 PM
19	Jim Lotts, Superintendent Parker USD P.O. Box 1090 928-669-9244	9/12/2014 11:30 AM
20	Safford Schools 734 11th Street Safford AZ 85546	9/12/2014 11:26 AM
21	Glendale Elementary School District	9/12/2014 11:07 AM
22	Lisa Kelley Executive Director of HR/Littleton Elementary SD kelley.lisa@littletonaz.org 623-478-5637	9/12/2014 10:52 AM
23	Steve Chestnut, Superintendent Maricopa Unified School District 520-568-5100/schestnut@musd20.org	9/12/2014 9:57 AM
24	Hollis Merrell Snowflake Unified School District hollism@snowflake.k12.az.us 682 school bus lane, Snowflake AZ 85937	9/12/2014 9:53 AM
25	Frank Davidson, Supt CGESD	9/12/2014 8:38 AM
26	Coolidge Unified School District	9/12/2014 6:29 AM

27	Dr. Shannon Goodsell Casa Grande Union High School District. Cell (520) 431-8100	9/12/2014 12:52 AM
28	Phoenix Elementary School District #1 Jason Hammond Director of Human Resources (602) 257-4009	9/11/2014 11:50 PM
29	Dr. Donna Lewis Assistant Superintendent Glendale Elementary School District 480-772-1422 Dlewis@gesd40.org	9/11/2014 8:20 PM
30	Dr. Edna Morris Baboquivari Unified Sells AZ Emorris@busd40.org	9/11/2014 7:50 PM
31	Catalina Foothills USD #16 mkam@cfsd16.org	9/11/2014 7:49 PM
32	Mammoth San Manuel	9/11/2014 7:40 PM

## Information from ASRS related to public school employees

### Members Retired in the Last 5 Years

Charters: 577

Returned to Work (ACR): 109

Returned to Work Same Employer: 49

District Schools: 20,823

Returned to Work: 8,494

Returned to Work Same Employer: 5,513

### Total Number of Retirees

Charters: 884

District Schools: 62,522

### Survivors Receiving a Benefit from a Deceased Member that Retired in the Last 5 Years

Charters: 7

District Schools: 230

### Total Survivors Receiving a Benefit from a Deceased Member

Charters: 26

District Schools: 2,845

### Total Number of Active Members (as of 6/30/2013)

Charters: 4,174

District Schools: 104,666

### Members at Normal Retirement (as of 6/30/2013)

Charters: 163 (3.9% of the population)

District Schools: 9,175 (8.8% of the population)

### Members at Normal Retirement (as of 6/30/2018):

Charters: 590

District Schools: 25,532

### Refunds in the Last 5 Years (36,734 individual members, 80 had more than one refund during the 5 year period)

Charters: 2,691

District Schools: 34,123

Age < 25: 37

Age < 25: 879

Age 25 - 29.99: 260

Age 25 - 29.99: 3,240

Age 30 - 39.99: 868

Age 30 - 39.99: 9,230

Age 40 - 49.99: 709

Age 40 - 49.99: 8,546

Age 50 - 59.99: 467

Age 50 - 59.99: 6,566

Age 60 +: 350

Age 60 +: 5,662

### Became Inactive in Last 5 Years but Did Not Refund

Charters: 2,246

District Schools: 33,117

Age < 25: 89

Age < 25: 2,403

Age 25 - 29.99: 337

Age 25 - 29.99: 5,174

Age 30 - 39.99: 743

Age 30 - 39.99: 9,357

Age 40 - 49.99: 511

Age 40 - 49.99: 7,429

Age 50 - 59.99: 450

Age 50 - 59.99: 6,065

Age 60 +: 116

Age 60 +: 2,689

## Information from ASRS related to public school employees

### Members Retired in the Last 5 Years

Charters: 680

Returned to Work (ACR): 83

Returned to Work Same Employer: 40

District Schools: 23,200

Returned to Work: 4,770

Returned to Work Same Employer: 3,487

### Total Number of Retirees

Charters: 962

District Schools: 62,962

### Total Survivors Receiving a Benefit from a Deceased Member

Charters: 21

District Schools: 2,901

### Total Number of Active Members (as of 6/30/2014)

Charters: 4,621

District I Schools: 107,865

### Members at Normal Retirement (as of 6/30/2014)

Charters: 117 (2.5% of the population)

District Schools: 9,549 (8.9% of the population)

### Members at Normal Retirement (as of 6/30/2019):

Charters: 599

District Schools: 25,767

### Refunds in the Last 5 Years

Charters: 2,776 (2,728 individual members)

Age < 25: 40

Age 25 - 29.99: 229

Age 30 – 39.99: 881

Age 40 – 49.99: 749

Age 50 – 59.99: 498

Age 60 +: 378

District Schools: 35,783 (34,810 individual members)

Age < 25: 877

Age 25 - 29.99: 3,359

Age 30 – 39.99: 9,578

Age 40 – 49.99: 8,942

Age 50 – 59.99: 7,028

Age 60 +: 5,998

### Became Inactive in Last 5 Years but Did Not Refund

Charters: 2,667

Age < 25: 84

Age 25 - 29.99: 296

Age 30 – 39.99: 675

Age 40 – 49.99: 459

Age 50 – 59.99: 467

Age 60 +: 473

No Date of Birth: 213

District Schools: 47,645

Age < 25: 2,343

Age 25 - 29.99: 4,761

Age 30 – 39.99: 8,408

Age 40 – 49.99: 6,292

Age 50 – 59.99: 9,544

Age 60 +: 14,878

No Date of Birth: 1,419

# EDUCATOR RECRUITMENT AND RETENTION REPORT

## Prepared by the Educator Recruitment and Retention Task Force

DRAFT

December 4, 2014

### PROBLEM STATEMENT

*Every student in Arizona deserves a highly effective teacher in their classroom.*

*Every educator deserves to be compensated for their performance, academic preparation, time and professionalism.*

In response to rising concerns regarding the shortage of effective teachers and high turnover rates of educators in Arizona schools and districts and the challenges this lack of stability creates, the Arizona Department of Education formed the Educator Recruitment and Retention Taskforce under the direction of Deputy Superintendent Dr. Jennifer Johnson. The Taskforce, composed of ADE staff, school and district personnel and other education stakeholders, prepared a summary of data that illustrates the current challenges concerning educator retention and recruitment. A summary of relevant research and recommendations for policymakers and educators designed to improve the recruitment and retention of quality educators in Arizona is also included.

Arizona students deserve highly effective teachers and leaders. Without immediate attention to ensure that all Arizona classrooms are guided by effective teachers, who are properly prepared, compensated and respected, our students will not meet their full potential. Another critical issue that has long-term impact is that Arizona will not be able to ensure economic prosperity for its citizens and create the workforce of tomorrow. There are solutions to remedy these challenges that necessitate that each of us play a critical role in creating a quality public education system.

This report contains recommendations for action by policymakers. First, many levers that impact quality education rest in the hands of our elected officials. This report addresses specific action that may be taken by policymakers and educators to retain our effective teachers. Second, if we are collectively successful at retaining our current teaching workforce, we will have addressed the major issues described in this report. Finally, we must also continue to build effective systems to recruit new professionals into the classroom in order to fill the vacancies resulting from those educators who reach retirement age and leave the classroom in the coming years. It is imperative that all three components of the solution work together to ensure student academic success and the future prosperity of Arizona.

# DATA

## Teacher Shortage

In the 2013-2014 school year, there were 60,588 teachers in both district and charter schools within the state of Arizona (ADE, Highly Qualified (HQ) database, 2014). As the educator shortage issue continues to grow in its magnitude, it has become necessary to collect information to more succinctly communicate the crisis our state now faces with ensuring all students have access to highly effective teachers in their classrooms. Therefore, the Arizona Department of Education's Educator Recruitment and Retention Taskforce has identified and collected information to better articulate the breadth and impact of the current educator shortage within Arizona. Further, this taskforce has developed sound recommendations on how best to address this issue. To this end, the Taskforce has compiled information from the following sources:

- A literature review on teacher shortage, retention, and recruitment research and policy papers;
- A survey of district superintendents conducted by Arizona School Administrators (ASA) Association in November 2013<sup>1</sup> and August 2014<sup>2</sup>;
- A survey of district superintendents and charter representatives conducted by the Arizona Department of Education (in collaboration with ASA) in September 2014<sup>3</sup>;
- Data submitted by districts and charters to the Arizona Department of Education through the Highly Qualified Teacher Position Input application each academic year<sup>4</sup>;
- Data provided by the Arizona State Retirement System (ASRS) in October 2013<sup>5</sup> and October 2014<sup>5</sup>

In the ASA survey conducted in November of the 2013-2014 school year, of the 79 districts who responded to the survey, 62% reported having open teaching positions within their schools. During this same year, districts and charters reported that 938 open teaching positions were filled by substitute teachers. This represents a 29% increase in the number of self-reported long-term substitutes serving to fill open teaching positions from the previous school year (ADE, HQ database, 2014). In addition, according to the 2014 ADE survey, 53% of districts and charters reported they had between one and five educators break their contract or resign midyear during the 2013-2014 school year. 42% of the respondents in this same survey reported that educators who left the district or charter (mid-year or at the end of the year) indicated they were pursuing a

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<sup>1</sup> ASA survey administered to district superintendents in November 2013 with 127/227 respondents (56%)

<sup>2</sup> ASA survey administered to district superintendents in August 2014 with 64/227 respondents (28%)

<sup>3</sup> ADE (in collaboration with ASA) survey administered to district superintendents and charter representatives in September 2014 with 180/610 respondents (30%)

<sup>4</sup> Teacher and teaching position information submitted to ADE by districts and charters through the Highly Qualified Teacher Position Input application. Information is submitted annually

<sup>5</sup> Information collected from the Arizona State Retirement System in October 2013 and October 2014

career outside of education with higher compensation as the primary reason for leaving their position.

The situation only appears to be worsening in 2014-2015 school year. For example, in the ASA survey administered in August 2014, of the districts that responded, 387 open teaching positions were reported just as the new school year was set to begin. According to the September 2014 ADE survey, 62% of district and charters who responded indicated they still had open teaching positions. Specifically, 74% reported having between one and five open positions and 4% stated that they had more than 20 open teaching positions. Science, math, special education and kindergarten were cited by districts and charters as the most challenging teaching positions to fill.

The outlook appears even bleaker when considering pending teacher retirement. According to information provided by Arizona State Retirement System, there were 108,840 active public school employee members in state retirement system as of June 30, 2013. It is projected that 26,122 will be eligible to retire by June 30, 2018. In other words, 24% of Arizona's educational workforce is eligible to retire within the next four years (ASRS Fact Sheet, 2013).

With a record number of open positions and a significant percentage of the existing teaching force is on the verge of retirement. With that in mind, the Educator Recruitment and Retention Taskforce believes that it is imperative for leaders to more closely examine many of the underlying factors contributing to the teaching shortage crisis we now face.

## **Educator Experience**

Arizona is experiencing a decrease in the number of people entering the teaching profession. In 2013, there was a 7% decrease from 2012 in the number of students enrolled in a State Board approved educator preparation program (U.S. DoE, Title II HEOA <https://title2.ed.gov/Public/Report/StateHome.aspx>). Along with fewer people entering into education as a career, the experience of existing teachers is increasingly shifting towards a higher percentage of beginning teachers in our classrooms. According to a study conducted by the Headen (2014), the most common teacher in the 1987-1988 school year had 15 years of experience. In 2007-2008 the most common teacher had only one year of experience. More recent research (Hill, 2014) indicates that 46% of new teachers leave the profession within their first 5 years. Furthermore, Ingersoll and Merrill (2014) demonstrated that the amount of substance and content in teacher preparation programs was significantly related to teacher attrition and those who had more training in teaching methods were far less likely to leave teaching after their first year. In Arizona, 29% of teachers had three or less years of experience in the 2013-2014 school year. During this same school year, 24% of first year teachers and 20% of second year teachers left their positions and were not reported as teaching in Arizona (ADE, HQ database, 2014).

A higher percentage of inexperienced teachers in Arizona classrooms impacts student achievement. Research indicates that it takes from three to five years for a teacher to become

effective in their instruction (Berliner, D. Expert teachers: Their characteristics, development and accomplishments, 2004). Losing beginning educators before they have mastered the complex skills of the classroom creates years of unstable educational environments for students. In addition to the impact on student achievement, this “revolving door” effect influences the climate and culture of the school and has financial implications since districts and charters must perpetually provide intensive professional development and on-going support to new educators. In fact, the cost to find and contract one new teacher can be as much as \$50,000 (Lasagna, 2009).

## **Professional Support**

New teachers need ongoing, job-embedded, applicable professional development and mentoring support since lack of assistance and supportive teaching conditions are two chief reasons why teachers leave schools or the profession entirely. (Goldrick, L., Policy Director, National Teacher Center, 2014, July, National Public Radio Marketplace). This is especially true in schools faced with high poverty rates, student populations with high percentages of special education and ELL students, significant student mobility and absence rates, a wide range of cultural diversity, staff turnover, and low morale. Considering that there are many districts and charters located in remote, rural communities throughout Arizona, these challenges and impacts can become daunting to provide the support necessary for teachers to stay.

Due to drastic budget cuts in the last few years, many support structures for new teachers have been reduced or eliminated. There is currently no state support for this critical component of teacher retention. Structured mentoring and induction programs are two key support systems for new teachers as they enter the teaching field. Mentoring provides coaching, support, and feedback by an experienced, veteran teacher to a novice teacher and is generally one component of a more comprehensive induction program (Headden, 2014). Structured induction programs offer a wider support system than mentoring alone by providing guidance in curriculum planning and instruction, professional development, and other structures of support over the first 2-3 years of a teacher’s career (Berry, 2013). According to the ADE survey administered in September 2014, 73% of districts and charters reported having a structured mentoring program to assist new teachers with transition to their new teaching assignment, while 26% did not have a mentoring program at all. Only 60% of districts and charters offered their employees a stipend to mentor new teachers. In this same survey, 32% of districts and charters indicated they do not have a structured induction program for new teachers.

While mentoring and induction programs require a financial investment on behalf of districts and charters, there is evidence to suggest that quality support programs do make economic sense. A report issued by the National Commission on Teaching and America’s Future, Chicago Public Schools reported the cost of recruiting, hiring, training a replacement teacher at \$17,872. The cost of implementing an effective retention and quality induction program is approximately \$6,000 (Barnes, G., Crowe, E. & Schaefer, B., 2007). Therefore, it seems logical that financial investment to establish quality mentoring and induction programs for new teachers offers significant cost savings for districts and charters.

Given significant budget cuts at a time when accountability, expectations and fixed operational costs are rising, it should be acknowledged that as much funding as possible be devoted to the classroom and that additional resources are merited. It should be noted that these cuts paired with escalating costs have come at the expense of critical teaching and support positions which have been eliminated in Arizona schools such as counselors, librarians, PE instructors, nurses, music, and art in order to keep dollars focused on direct classroom instruction. Research (Ruppert, S., 2006; President's Committee on the Arts and the Humanities, May 2011; President's Council on Physical Fitness and Sports, June 2009) indicates the addition of art, music, PE and other non-core curriculum enhances the academic success of students. However, these content areas and activities have been severely reduced or eliminated due to both fiscal issues and classroom time necessary for effective teaching and learning. Unfortunately student support and instructional support services are NOT considered classroom dollars in the Auditor General reports on Classroom Spending. The critical student support services provided by attendance clerks, counselors, nurses, audiologists and speech pathologists, curriculum directors, special education directors, teacher trainers, librarians, media specialists, and instruction-related IT staff who provide significant benefit to students and teachers in the classroom are considered "administrative". However, without these support services our teachers would not be able to spend their time on direct instruction.

## Recruitment and Retention

According to Education Week (October, 2014), massive changes to the profession, coupled with budget woes, appear to be shaking the image of teaching as a stable, engaging career. Nationwide, enrollments in university teacher-preparation programs have fallen by nearly 10 percent from 2004 to 2012, according to federal estimates from the U.S. Department of Education's postsecondary data collection.

Only 13% of districts and charters recruit solely within Arizona, while 11% recruit mostly out of state. According to the ADE survey, when asked why districts and charters recruit for teachers outside of Arizona, 35% indicated that there were not enough candidates to choose from within the state. "Within a group of 300 potential freshmen visiting Grand Canyon University, when asked, "How many of you are going into education [at Grand Canyon University] only two raised their hands." (B. Hurley, ERR Taskforce presentation, October 9, 2014) District and charters also indicated that 89% of out-of-state teachers typically remain five years or less at their organization. According to the 2013 ASA survey, 17% of certified staff left the district in school year 2013-2014. This figure is consistent with 14% of teachers not returning to a teaching position within the state as reported to the ADE (ADE, HQ database, 2014).

## Teacher Salaries

The research does support that teachers, specifically young teachers, struggle financially. Many times young teachers cannot find affordable housing in the communities in which they teach, struggle to pay off student loans, and take on additional jobs. Coupled with the demands of teaching, it can become too much to stay within the profession (National Educational Association, 2014, September). The average teacher salary in the state of Arizona is \$47,600 which ranks 42<sup>nd</sup> nationally. This can be compared to states that are recognized for high student academic performance such as Connecticut at \$69,400, Massachusetts at \$71,700, and New York at \$73,400 (Tirozzi, G., Carbonaro, P. & Winters, M., 2014)

When considering the salaries of beginning educators in Arizona, the average starting salary is \$31,874. The Arizona School Boards Association's Annual Salary Survey shows that Arizona teacher starting salaries are on average 20% higher in 2013 than in 2003<sup>6</sup>. For comparison, the minimum wage has increased 53%. According to the salary survey for starting annual salaries completed by the National Association of College and Employers (NACE) in 2004 and 2013, shows that other degree programs increased more than teaching:

**Figure 1: Percent of Change in Salary Increases by Profession**

	<b>2004<sup>7</sup></b>	<b>2013<sup>8</sup></b>	<b>%Change</b>
Computer Engineering	\$53,117	\$70,300	32%
Chemical Engineering	\$52,563	\$66,900	27%
Accounting	\$42,045	\$53,500	27%
Finance	\$40,596	\$58,100	43%
Nursing	\$37,253	\$52,000	40%
Marketing	\$36,071	\$51,900	44%
Liberal Arts	\$30,153	\$43,200	43%
Psychology	\$25,032	\$37,200	49%

According to the ADE survey, 54% of districts and charters indicated that salaries were the primary obstacle in recruiting out of state candidates. 49% indicated that salary was one of the top three reasons cited for teachers leaving their organization.

Not only do Arizona schools compete with other professions for the most talented teachers, but we also compete with other states whose starting and continuing salaries, support, career pathways and community amenities are stronger than those typically found in Arizona. For example, Yuma County must compete with San Diego County for teachers, a difficult challenge when all factors are considered.

The Auditor General’s reports have indicated that administrative costs in Arizona are well below the national average. It would be incorrect to assume that teacher salaries are low because administrative compensation is inflated. Many factors influence operational costs and what is classified technically as administrative costs.

## General Education Funding

Arizona is well below the average per pupil funding at \$6,680 resulting in a 46<sup>th</sup> national ranking. “The United States average per pupil expenditure for public elementary and secondary schools was \$10,800 in 2012” (National Education Association. *Ranking of the states and estimates of school statistics*. 2013. Retrieved from [www.nea.org/54597.htm](http://www.nea.org/54597.htm)). “Since 2008, Arizona has cut per pupil funding to a greater degree than all but two states, Oklahoma and Alabama” (Leachman, M. & Mai, C. *Most states funding schools less than before the recession*. Center on Budget and Policy Priorities, 2013). “Underfunding is a significant contributor to Arizona’s low academic performance and its diminishing ability to promote excellence in teaching” (Tirozzi, G., Carbonaro, P. & Winters, M., 2014). Underfunding our investment in students means Arizona is severely challenged to provide adequate instructional material and technology, competitive compensation structures and the rigor necessary to achieve world-class status.

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6This calculation was completed by comparing the 2003 and 2013 starting salary for 65 school districts that reported data in 2003 and 2013

7NACE Winter 2004 Salary Survey ([http://money.cnn.com/2004/02/05/pi/college/lucrative\\_degrees/](http://money.cnn.com/2004/02/05/pi/college/lucrative_degrees/))

8NACE September 2013 Salary Survey

## RESEARCH

Nationally, 46% of new teachers are leaving the profession within the first five years of teaching (Hill, 2011). This is especially high in specialized areas such as kindergarten, special education, math, and science (Hill, 2011) (Chan & Richardson, ND). In addition, there are also teachers exiting as a result of retirement (Keating, 2006). With teachers exiting the profession for one reason or another, it is critical that we address this shortage as there will continue to be an increasing number of classrooms lacking fully certified educators year after year. There are various reasons contributing to the exiting of educators in the profession. Some of those reasons include: low pay, lack of community support and respect, paperwork demands, number of required meetings, issues with colleagues, and inadequate teaching materials (Hill, 2011). Some of these issues are within our control and some are not. Therefore, it is important to look at what we can control and ensure we are being intentional in addressing the issues that we can improve.

In addition, we must consider the unique attributes of those teachers within the millennial generation who make up the bulk of new teachers. It is found that these teachers have specific job needs that must be met (B. Kaifi, Nafei, Khanfar, & M. Kaifi, 2012). Those needs range from support in the form of structured induction or mentoring and supportive school structures to needing to feel that they are making a difference within an organization (Coggins, 2013). Millennial teachers also have a desire to receive praise and positive reinforcements, one on one coaching, may be interested in moving into a different position in education within 3-4 years, and also need assistance with balance and prioritizing (Richardson, 2008). These are a creative group of teachers that also seek for autonomy and purpose (Coggins, 2008). Time, training, and investment needs to be made for this group of teachers as they are the future of the profession. It is also known that teachers in general leave because of a feeling of lack of support from

administration. All teachers, but particularly less experienced teachers need ongoing, job-embedded professional development, adequate time to plan and collaborate with peers, adequate materials and a positive school culture. (Headden, 2014). From a financial standpoint, teacher attrition is costly for districts (Wynn, 2007).

It is a common goal among educators that having a student-first mentality is at the forefront of our efforts. However, the teachers who have direct contact with students on a daily basis are the ones who need to be taken into account first and foremost. There are many strategies that can be used by districts in order to assist in retaining teachers. First, a plan to retain effective teachers and recruit new teachers to replace those teachers who retire needs to be developed (Keating, 2006). This plan would prompt human resource departments to develop goals that focus on recruiting educators year round. Next, according to Keating (2006), selling and marketing your organization are essential because first impressions are important when recruiting teachers. This is especially true in a competitive market (Keating, 2006). Creating a positive and teacher-friendly working environment is also important to keep in mind when considering teacher recruitment (Keating, 2006). Financial incentives such as increasing salary schedules and loan forgiveness programs are also beneficial in recruiting teachers (Muller, 2010). Mentoring and structured induction programs have also been successful in many districts (Headden, 2014). These programs offer support to new teachers and allow schools to continue building capacity in our newest educators who are refining effective instructional strategies and classroom management to ensure that all students are successful. We must commit to strengthening our educators and motivating them to remain in the profession.

Another important fact is that 25-35% return to teaching after taking a leave to raise a family (ECS, ND). Incentives and recruitment should be invested into this group of teachers. We need to maintain contact with these teachers and provide the opportunity, motivation and educational enhancements to enable them to re-enter the teaching profession.

## RECOMMENDATIONS

The Educator Recruitment and Retention Taskforce identified a number of activities that educational leaders across Arizona could pursue to address factors that impact the current shortage of qualified educators. The Taskforce recognizes that the applicability of the recommendations may vary by locale and are influenced by available resources, school/district priorities, staff expertise and past history of efforts in this area. The following list is not intended to be exhaustive or prescriptive. It is the intent of the Taskforce to continue to expand and refine these recommendations dependent on continuing research, partnerships with others working to address this issue, feedback from educators and discussion with policymakers.

Recommendations for Policymakers: (legislators, State Board of Education, Superintendent of Public Instruction, local governing boards)

- Elevate positive reinforcement for the role our educators play in ensuring success for all students
- Publicly acknowledge the value of the teaching profession and the critical need for effective teachers in all Arizona classrooms
- Acknowledge the critical need for improved educator retention in Arizona
- Become knowledgeable regarding the current situation and the predicted trends in teacher retention
- Participate in ongoing discussions designed to develop solutions to improve teacher retention
- Help to improve the respect afforded educators
- Publicly acknowledge the value of the teaching profession
- Share stories of effective teachers across Arizona
- Support policies that acknowledge the professionalism of teachers
- Review and act on recommendations to streamline teacher certification
- Support evidence-based best practices in educator evaluation
- Become knowledgeable regarding evidence-based best practices in educator evaluation
- Support policies that respect local control, embed best practices
- Provide ongoing support and resources for the refinement of educator evaluation models
- Support accountability policies that acknowledge the need for multiple measures of teacher effectiveness
- Support and fund evidence-based structured induction programs for new teachers and effective professional development for all teachers and leaders
- Support the identification and sharing of evidence-based best practices in mentoring and structured induction
- Support policies and budgets that ensure the ongoing support for teachers and leaders
- Ensure that professional development for teachers and leaders is job-embedded, relevant, timely, ongoing and supported through effective feedback and follow up
- Ensure that teachers are involved in identifying the topics and skills to be addressed
- Increase funding to address compensation issues - make Arizona competitive in the marketplace
- Acknowledge that the teacher retention crisis cannot be effectively curtailed without additional funding dedicated to teacher compensation
- Support a statewide increase in funding for K-12 schools to address teacher compensation issues
- Understand the competitive marketplace and the variety of other professions with which schools must compete for teachers

## RECOMMENDATIONS – cont'd

### LEA Retention Strategies:

- Work to build the best possible work environment for educators
- Share the successes of your school/district in order to build the positive reputation of your teachers and administrators
- Regularly survey your teachers and administrators regarding support needed
- Develop and fund high quality structured induction (sustained, multi-year mentoring) programs for new educators
- Develop a strategic plan for professional development of all educators
- Arrange budget priorities to provide job-embedded, on-going, focused, relevant professional development for all educators
- Utilize local, regional and state professional development resources
- Leverage federal funding approved for professional development
- Involve educators in the refinement of local evaluation system
- Provide support within educator evaluations for improved performance
- Utilize 301 funds to acknowledge and reward effective performance
- Provide opportunities for advancement - describe leadership development activities at the school and district levels, leadership opportunities for teachers without leaving teaching, connections to National Board Certification
- Identify/enhance educator recognition opportunities
- Provide time, support and recognition for ongoing, job-embedded, effective collaboration
- Conduct exit interviews with educators leaving to determine reasons for leaving
- Use the results of exit interviews to address internal issues
- Review/revise current salary/benefit package
- Utilize federal loan forgiveness incentives for Title 1 schools

## RECOMMENDATIONS – cont'd

### ADE can:

- Continue to research and partner with educators and policymakers to improve educator retention in Arizona
- Develop and share an online statewide repository of best practices related to educator retention
- Provide and share statewide data on teacher retention
- Provide technical assistance related to educator evaluation, professional development planning, and use of federal funds for educator development and retention
- Provide cost effective, quality and relevant professional development
- Provide links to regional and statewide professional development resources
- Publicize debt forgiveness criteria for teachers serving in Title 1 schools
- Help to publicize successful educators and schools to support elevating the respect for educators
- Collaborate with policymakers to increase educator salaries and expenses related to certification
- Collaborate with educator professional organizations to identify issues and potential challenges in educator recruitment and retention
- Continue to seek opportunities to increase public awareness of educator retention issues

# Recruitment

## LEA Recruitment Strategies:

- Actively engage with higher education to recruit prospective teachers during pre-service training
- Develop high school programs such as Future Educators to encourage students to evaluate the field of education as they review their options for post-secondary studies
- Include education in school-based career fairs for students
- Support pre-service field-based experiences - host interns & student teachers
- Increase advertising of openings on state and national websites – ADE hosts the Arizona Employment in Education website at no cost to schools and districts
- Attend local, regional, national job fairs - provide quality materials describing educator openings
- Form regional consortiums to support recruitment efforts
- Develop/increase/distribute marketing materials - print & online
- Review your current salary/benefits packages - understand your competition and identify your advantages
- Utilize the incentive of federal loan forgiveness for Title 1 districts
- Describe how you support educators throughout their career and what advancement opportunities you provide
- Expand partnerships with community organizations such as the Chamber of Commerce, local businesses, churches, local media who can help share information about your needs
- Utilize the Arizona Commerce Authority template to help entice educators to Arizona - use similar strategies to entice educators as those used to attract and retain valued employers
- Develop/expand an internal system to "grow your own", partner with higher education - encourage instructional aides to investigate what would be needed for certification
- Leverage federal funding available for teacher recruitment

## ADE can:

- Provide accurate, consistent, timely information regarding certification
- Address issues with reciprocity – including a review of regulations, timelines and availability of required coursework
- Clarify the differences between certification rules and Highly Qualified regulations and provide technical assistance to schools
- Process certification applications in a timely manner
- Implement an online certification application system
- Work with educators and policymakers to review/revise certification requirements where possible
- Ensure that the statewide online recruitment tool is known, free, robust and effective
- Develop and share an online statewide repository of best practices related to educator recruitment
- Develop and share an online resource describing educator preparation programs in Arizona
- Track and publish the number of pre-service teachers and graduates within each approved preparation program annually
- Facilitate dialogue among K-12 educators and educator preparation leaders to identify issues and continue the refinement of pre-service training for all educators
- Provide technical assistance for Future Educator programs through the CTE unit
- Continue to provide focused assistance in the recruitment of special education staff
- Research what other states are doing to address educator recruitment

## APPENDIX

- Membership of Educator Recruitment & Retention Task Force
- ASRS data – 2013 & 2014
- ADE/ASA survey
- ADE/ASA survey results
- References will be attached to the final report

### Future Recommendations

Further research needs to be done on such items as comparing the teacher preparation pipeline with other professions in Arizona. A comparison of the cost of living and salary needs to be would be beneficial to examine the gaps in these two areas.

We need to also address the increase in fixed costs such as utilities, benefits, food for student lunches, bus maintenance and gasoline. These costs are not included in dollars spent in the classroom, yet they must be considered as required. The argument that education has plenty of money, just in the wrong places needs to be substantiated by data.

How do we address competition with other professions for people with the skill set we desire? This issue needs to be explored to look at ways the field of education can attract competent professionals.

Research needs to continue to identify the macro problem of a statewide shortage. This issue has now expanded to the metropolitan areas and is no longer just an issue in rural Arizona.

With the implementation of an educator evaluation instrument for principals and teachers, aligned to the *Arizona Framework for Measuring Educator Effectiveness* which uses observation, student data, and surveys as its three main components, research needs to be done to analyze the impact of these new requirements on the teacher shortage.

As we continue gathering and reviewing data, we should highlight what's working in recruitment and retention to replicate effective strategies.

## Educator Recruitment & Retention Task Force

Last Name	First Name	Title	District/Organization
Aaroe	Mrs. Lisa	Director of Recruitment & Retention Exceptional Student Services	Arizona Department of Education
Bushnell	Mrs. Kristi	Manager of Human Resources	Deer Valley Unified School District
Hurley	Dr. Beverly	Director of Academic Alliances Strategic Educational Alliances	Grand Canyon University
Johnson	Dr. Jennifer	Deputy Superintendent of Programs and Policies	Arizona Department of Education
Johnson	Dr. Cecilia	Associate Superintendent for Highly Effective Teachers & Leaders Division	Arizona Department of Education
Moffitt	Mrs. Jenna	Director of Human Resources	Academy of the Arts
Peterson	Mr. Todd	Deputy Associate Superintendent for Educator Effectiveness	Arizona Department of Education
Pierce	Dr. Hilary	Assistant Dean of Teacher's College	Arizona State University
Roman	Mrs. Doris	Board Member	SySTEM Phoenix
Runyan	Mr. Dennis	Superintendent	Agua Fria Union High School District
Smith	Ms. Dianne	Executive Director	Greater Phoenix Educational Management Council
Stanton	Dr. Paul	Superintendent	Humboldt Unified District
Streeter	Mr. Daniel	Assistant Superintendent/Operations	Humboldt Unified District
Sprout	Dr. Jeff	Executive Director of Human Resources	Laveen Elementary School District
Whiteford	Mrs. Tanya	Instructional Coach	Rogers Ranch Elementary Laveen Elementary School District
Wiebke	Dr. Kathy	Executive Director	Arizona K-12 Center
Williams	Dr. Traci	School Psychologist	Tempe School District
Winters	Mr. Michael	Executive Director of Curriculum & Instruction	Madison School District

**EXECUTIVE SUMMARY**

**Issue:** Presentation and Discussion regarding School Readiness Framework

Action/Discussion Item

Information Item

**Background and Discussion**

In response to constituent recommendations, in 2011, ADE, First Things First, and Head Start asked WestEd to facilitate workgroups to discuss and possibly identify a common definition of school readiness.

This comprehensive group of constituents reviewed other state work, current research, and heard from national experts. The result of these meetings is the School Readiness Framework which was created with the purpose of creating common understanding among the field of early childhood community (birth –grade 3) and with families. ADE and its collaborating partners plan to utilize this document to further the conversation about school readiness with child caregivers, early intervention providers, other state agencies, families, philanthropy, and other stakeholders.

Once Arizona stakeholders began to identify a context statement around the school readiness definition, the idea of a measurement became apparent as a way to support child’s outcomes. In early 2013, Arizona partners convened a taskforce to dialogue further about this issue. This process yielded a set of recommendations for utilizing a kindergarten developmental inventory in Arizona.

On April 22, 2013 ADE presented to SBE that Arizona partnered with 10 other states led by North Carolina to collaborate on the development of a kindergarten developmental inventory (KDI) within a larger K-3 formative assessment. This work is being funded by an Enhanced Assessment Grant awarded by the US Department of Education. The primary purpose of the assessment will be to guide instruction and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development. The inventory will gather a variety of data (e.g. observations, conversations, work samples, tasks) from multiple sources.

At this time, ADE is working in collaboration with other states as part of a K-3 Formative Assessment group to create a tool that allows parents, teachers and administrators to understand the extent of a child’s learning and development as they enter kindergarten and throughout the ensuing school years to provide instruction that will lead to the child’s academic success. The tool that is developed or adopted will align with the *Arizona Early Learning Standards* and *Arizona’s College and Career Ready Standards* for kindergarten through grade 3, cover all essential domains of school readiness (physical and motor development, social and emotional development, approaches to learning, language development and cognitive development) and will be reliable and valid for its intended use.##

**Contact Information:**

Amy Corriveau, DAS for Early Childhood  
Carol Lippert, Associate Superintendent High Academic Standards for Students

## **EXECUTIVE SUMMARY**

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Over the past several months, in collaboration with NC and the 10 state partners, Arizona has been engaged in a process to rank constructs and identify what skills and knowledge are essential at the kindergarten level. Several Arizona educators have participated in this review of the constructs providing valuable insight. As a next step, researchers from the K-3 Formative Assessment team will be coming to Arizona to work directly with selected kindergarten teachers in February. This will allow Arizona teachers to have first-hand interaction with the test tasks and provide feedback. The purpose of this first pilot in February is to include teachers in the validation of test tasks and data collection processes. No student data will be collected.

### Timeline

June 2011 ~ Interagency team was convened in response to constituent needs around readiness

October 2011 ~ Statewide invitation and application process to identify diverse stakeholder work group

November 2011 to March 2012 ~ Diverse stakeholders convened to review research, discuss other efforts around readiness and establish a direction for school readiness in Arizona

March 2012 to August 2012 ~ Writing of the contextual statement pieces

Fall 2013 ~ ADE conducted an initial set of statewide vettings

December 2013 ~ Based on feedback and recommendations from stakeholders, significant structural changes and content were reviewed and an additional version of the SRF was created

Spring 2014 ~ A second set of vettings were conducted, including small focus groups on on-line feedback opportunities

October 2014 ~ The final draft of the SRF was identified

2014 culminating in the finalized version of the School Readiness Framework presented in the attachment.

### **Recommendation to the Board**

This item is presented to the board for information only.

Attachments: (1) School Readiness Framework, (2) On Track: Ensuring School Readiness for Arizona's Children, *A Report to the Arizona Department of Education from the Kindergarten Developmental Inventory Stakeholder Task Force*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, Discussion and Consideration to withhold 10% from State Board of Education Sponsored Charter Schools for failure to timely submit Annual Financial Audit & Questionnaire

Action/Discussion Item

Information Item

**BACKGROUND INFORMATION:**

The State Board for Charter Schools (the "ASBCS") staff provides consistent oversight and recommendations to the SBE for the schools under the SBE's sponsorship.

**Annual Financial Statement and Compliance Audit:**

A.R.S. 15-183(E)(6) and the Charter Contract require charter schools to submit an annual financial statement and compliance audit. The annual financial statement and compliance audit for the fiscal year ending June 30, 2014 was due November 15, 2014. Since November 15<sup>th</sup> fell on a Saturday, audits received on Monday, November 17<sup>th</sup> were considered timely submitted.

**Statutory Authority to withhold funds:**

A.R.S. §15-185(H) allows the sponsor of a charter school to make a determination at a public meeting whether a charter school is not in compliance with federal law, the laws of this state, or with its charter. If the sponsor determines that a breach has occurred the sponsor may submit a request to the Department of Education to withhold up to ten percent of the monthly apportionment of state aid that would otherwise be due the charter school. The sponsor shall provide written notice to the charter school at least seventy-two hours before the meeting and shall allow the charter school to respond to the allegations of non-compliance at the meeting before the sponsor makes a final determination. When the sponsor determines that the charter school has returned to compliance, the Department of Education shall restore the full amount of state aid payments and the amount withheld to the charter school.

Precision Academy System, Inc. has failed to submit a complete fiscal year ending June 30, 2014 annual financial statement and compliance audit.

**Recommendation to the Board**

It is recommended that the State Board of Education find Precision Academy System, Inc. in non-compliance with the annual financial audit requirements and approve withholding 10% of the charter holder's monthly apportionment of state aid and require a corrective action plan. The funds will be withheld until a complete fiscal year ending June 30, 2014 annual financial statement and compliance audit been submitted. Submission of the audit and compliance questionnaire shall also serve as the required corrective action plan.

**Contact Information:**

DeAnna Rowe, Executive Director, Arizona State Board for Charter Schools