



State of Arizona

Department of Education

***REVISED STATE PLAN
FOR
HIGHLY QUALIFIED TEACHERS***

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Superintendent of Public Instruction

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INTRODUCTION

Arizona—fast growing and diverse in geography, population, and opportunity

According to the Decennial Census, Arizona experienced a 40% increase in population between 1990 and 2000. With more than 5,130,632 residents, Arizona is the 6th largest in size of the 50 states, exceeded only by Alaska, Texas, California, Montana, and New Mexico. Its 114,000 square miles make it as large as New York and the New England states combined. Although most of its acreage is frontier and rural, the majority of the population resides in the urban centers:

- 77% reside in two urban counties
- 5% reside in the two rural-urban counties
- 18% reside in the remaining 11 rural-rural counties.

As the second fastest growing state in the nation, the 2010 population is projected at 6.2 million.

Arizona is one of four U.S.-Mexico Border States. The state's culture and history are replete with influences assimilated from the Spanish explorers, the Mexican inhabitants and immigrants, the pioneers and frontiersman, the cattlemen and miners. At the same time, the state is home to 21 American Indian tribes, including the Navajo, the largest on-reservation population in the United States. Economically, the state represents a diverse mixture of professions and incomes as retirees, military, and high tech industry leaders reside in communities alongside teachers, small business owners, construction and farm laborers, and medical personnel.

According to the US Census Bureau, in 2003 Arizona's:

- median household income = \$41,963 (National=\$43,318)
- percent of persons below poverty = 13.9% (National=12.5%).
- children in low-income families = 44% (National=40%)
- Latino children living in low income families = 66%.
- children under the age of 5 living in low-income families = 50%.

Nearly four in ten Arizonans are racial or ethnic minorities. In 1990, the state's minority component was 28.3 percent. It rose to 36.2 percent by 2000, and stood at 38.9 percent in the mid-2004 Census Survey. The following statistics have been derived from 1998-99 data provided by LEAs reporting identification of Primary Home Language Other Than English (PHLOTE) students:

Reported PHLOTE students		200,980 (27.5%)
Primary speakers of Spanish (80.9%)	162,583	
Primary speakers of Navajo (9.3%)	18,695	
Speakers of languages other than Spanish or Navajo (9.8%)	19,702	
Reported primary English Language Students		528,264 (72.5%)
Total reported enrollment by LEAs		729,244

Arizona's Challenges and Opportunities:

Arizona's demographics point to two significant challenges: the large number of English language learners and the isolation found in many of our rural areas.

Politics in Arizona has magnified the challenges concerning English language learners. In 2000, Arizona voters passed Proposition 203: "SUBJECT TO THE EXCEPTIONS PROVIDED IN SECTION 15-753, ALL CHILDREN IN ARIZONA PUBLIC SCHOOLS SHALL BE TAUGHT ENGLISH BY BEING TAUGHT IN ENGLISH AND ALL CHILDREN SHALL BE PLACED IN ENGLISH LANGUAGE CLASSROOMS. CHILDREN WHO ARE ENGLISH LEARNERS SHALL BE EDUCATED THROUGH SHELTERED ENGLISH IMMERSION DURING A TEMPORARY TRANSITION PERIOD NOT NORMALLY INTENDED TO EXCEED ONE YEAR. "

<http://www.ade.az.gov/asd/lep/PROPOSITION203.pdf>

In 1992, the Flores v. Arizona lawsuit claiming the State failed to provide instruction for English language learners to make them proficient in English and enable them to master standard academic curriculum was filed in federal court. In January, 2000, U.S. District Court Judge Alfredo Marquez ruled the State provided a funding level for English learners that was "arbitrary and capricious" and failed to provide enough teachers, teachers' aides, classrooms, materials, and tutoring for these students. Since that time, the State legislature and Governor's office have been working on a funding plan that will not only be mutually agreeable, but also accepted by the Federal court.

As a result of the Flores case, in the 2005-2006 school year all certificated educators (teachers and administrators) were required to take 15 clock hours of Structured English Immersion (SEI) training and by 2009 will need to have their full SEI endorsement. The English Language Acquisition Unit of the Arizona Department of Education has worked with institutions of higher education, education service agencies, and school districts to provide this training.

Arizona's cost of living is relatively low when compared to our neighbor California. This has caused a phenomenon commonly referred to as "California money"—large numbers of Californians moving to picturesque rural communities in Arizona and paying premium prices for real estate. The unintended consequence has been rapidly increasing housing prices, which quickly go beyond a teacher's salary. This makes it extremely difficult to attract and keep teachers in these communities. The Arizona Rural School's Association and the Governor's Teacher Quality and Support Committee, among others, are working to seek creative solutions to this dilemma.

The Arizona Department of Education has taken deliberate steps to increase support to all educators, but most specifically to those in low-performing schools and the isolated rural communities. Through the IDEAL portal, ADE provides all school districts free membership to ASSET, an on-line professional development opportunity sponsored by Arizona State University. Members can choose from a broad range of navigated and self-paced online courses from ASSET, the George Lucas Educational Foundation, Intel Foundation, PBS TeacherLine, TEAMS, and Thirteen Ed Online. The Professional Development section also offers a host of tips and tutorials to help members sharpen their technology and teaching

skills. We have worked with the County Superintendents and their Education Service Agency Directors to develop a professional development delivery system. Monies from the Title IIA “State Activities” fund have been awarded to the ESAs via this system to increase the number of highly qualified teachers.

Arizona’s pool of effective education leaders is not adequate for the job at hand. Results from the Arizona Teacher Working Conditions survey shows that the most important factor for teachers choosing to stay or leave is the competence of the building leader. Az LEADS³ (Arizona Leaders in Education for the Advancement and Development of Student and School Success) is a statewide initiative. Its mission is to collaborate on training and support for preK-12 education leaders in order to create school environments in which all students achieve at high levels. The goal is to support principals and superintendents in all school settings throughout the state in their efforts to improve student achievement. Members of Az LEADS³ hail from professional organizations, leadership preparation programs, business organizations, private entities, education think-tank organizations, and the Arizona Department of Education.

Through the efforts of the Az LEADS partners, Arizona was awarded the prestigious Wallace Foundation Grant for \$1.2 million, renewable annually for two additional years, for developing leaders and improving leadership conditions across Arizona. This State Action for Education Leadership Project II (SAELPII) focuses on three breakthrough ideas:

1. commitment to institutionalize long-term leadership development
2. implement incentives for accomplished leaders
3. link leadership to student learning.

Arizona’s Dual Accountability System

Components of School Accountability in Arizona

Accountability for student achievement in Arizona is structured around two complementary pieces of legislation, the federal No Child Left Behind Act and the state’s voter initiative, Proposition 301, which resulted in Arizona LEARNS. Both accountability measures are focused on improving the conditions and structures in schools to ensure that leaders can lead more effectively, teachers teach more effectively, and *all* students are ultimately more successful academically.

Common characteristics of NCLB and Arizona LEARNS include:

- Analysis and disaggregation of data/comprehensive needs assessment
- Development of school improvement plan
- Identification and implementation of research-based strategies for improving student performance
- Offering focused, high-quality professional development

- Careful assessment, monitoring and documentation of student performance on a yearly basis.

The Arizona Department of Education has implemented the following measures to ensure that the federal and state accountability initiatives do, in fact, complement one another.

- Adequate Yearly Progress (AYP) is a component in the formula for calculating state achievement profiles.
- A single, online school improvement planning tool is used by all schools required to develop a plan, including schools that failed to make AYP, schools with *Underperforming* achievement profiles, schools that operate school-wide Title I programs, and schools that are seeking accreditation through the North Central Association, Commission on Accreditation and School Improvement.
- Arizona's *Standards & Rubrics for School Improvement* is the common instrument used for conducting evidence-based needs assessments.
- Arizona's *Resource Guide for the Standards & Rubrics for School Improvement* helps connect all schools to appropriate, research-based information related to their identified needs.
- By September 2006, Solutions Teams, a process for peer validation and feedback visits prescribed by Arizona LEARNS, will be available to schools in Title I School Improvement Years 1 and 2.
- The findings of these Solutions Teams are subject to ongoing analysis by ADE's Best Practices Section, which then offers teachers research-based academies that address the most frequently cited challenges.
- The IDEAL (Integrated Data to Enhance Arizona's Learning) web portal delivers high quality, research-based professional development to all teachers, even in the state's most isolated rural areas.

NCLB and Arizona LEARNS Side-by-Side Comparison

<i>NCLB</i>	<i>AZ LEARNS</i>
<p>Federal Law: January 2002 reauthorization of ESEA</p>	<p>State Law: November 2000 Voter initiative Proposition 301/A.R.S. §15-241</p>
<p>Annual snapshot of student performance, known as Adequate Yearly Progress, or AYP</p>	<p>Annual, longitudinal examination of student performance, known as an Achievement Profile</p>
<p>Components of Adequate Yearly Progress:</p> <ul style="list-style-type: none"> • AIMS Scores • Percent of Students Assessed • Attendance/Graduation Rates 	<p>Components of Achievement Profile:</p> <ul style="list-style-type: none"> • AIMS Scores • Measure of Academic Progress (MAP) • Graduation/Dropout rates • Adequate Yearly Progress (AYP)
<p>Identifies schools using a yes/no system with regard to Adequate Yearly Progress:</p> <ul style="list-style-type: none"> • School made AYP • School did not make AYP 	<p>Identifies schools using a progressive scale:</p> <ul style="list-style-type: none"> • Excelling • Highly Performing • Performing Plus • Performing • Underperforming • Failing to meet academic standards

NCLB and Arizona LEARNS Side-by-Side Comparison (continued)

NCLB	AZ LEARNS
<p>All public schools receive an AYP determination, but consequences apply only to Title I schools</p>	<p>Consequences apply to all public schools</p>
<p>Did not make AYP 1 year: <ul style="list-style-type: none"> • Warning Year </p>	<p>Underperforming Year 1</p>
<p>Did not make AYP 2 years: <ul style="list-style-type: none"> • School Improvement Year 1 </p>	<p>Underperforming Year 2</p>
<p>Did not make AYP 3 years: <ul style="list-style-type: none"> • School Improvement Year 2 </p>	<p>Underperforming Year 3 - Failing to Meet Academic Standards (pending site visit)</p>
<p>Did not make AYP 4 years: <ul style="list-style-type: none"> • Corrective Action </p>	<p>State Intervention</p>
<p>Did not make AYP 5 years: <ul style="list-style-type: none"> • Restructuring Planning </p>	
<p>Did not make AYP 6 years: <ul style="list-style-type: none"> • Restructuring Implementation </p>	
<p>School is “free and clear” of these consequences as soon as it makes AYP for two consecutive years.</p>	<p>School is “free and clear” of these consequences as soon as it is designated Performing, Performing Plus, Highly Performing, or Excelling.</p>

Arizona's Commitment

Arizona takes its charge of educating *all* students very, very seriously. As the State Plan will show, we are hard at work on many different fronts. As our professional development catalogs for the School Effectiveness and Academic Achievement Divisions illustrate, we offer multiple trainings, academies, institutes, and workshops in many different venues and locations as well as a plethora of technical assistance opportunities. We are about customer service—serving our constituents so they may serve their students, parents, and communities.

The development of this State Equity Plan has taken our efforts to a new level. It has served as an impetus for increased intra-agency communication and collaboration. One very positive effect of the plan is the new found synergism which will exponentially increase the effectiveness of the important work we do.

We truly look forward to the review of our plan and the feedback and guidance we will receive. Arizona's schools will be stronger, and all our children will enjoy academic success.

Requirement 1

The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The revised state plan for Arizona includes an analysis of classes taught by teachers who are not highly qualified for schools identified in Title I School Improvement. In previous years, district's self reported HQT data in their NCLB Interim and NCLB Final Plans as well as their School Report Cards. It became evident, self-reported data was inaccurate resulting in ADE developing a template, which included pre-populated data from the School District Employee Report (SDER) and certification records. School districts were required to verify and correct the data provided on the template. Collection of HQT data from the 503 charter schools in Arizona is impacted by state law [A.R.S. §15-183(E)(5)] that charter school teachers are not required to be certified nor are charter schools required to report data on the SDER. The Arizona State Charter Board, the main charter school authorizer in Arizona, does not have the statutory authority or the resources to collect charter school teacher data. ADE will continue to analyze data to ensure accuracy as the State currently does not have a comprehensive longitudinal system of collecting and analyzing teacher data.

Timeline for Equity Data Reports (2005-2006)

May 26, 2006-Phase I

Two hundred and thirty-four Equity Data Reports, pre-populated with individual teacher data, were emailed to schools identified for Title I School Improvement. School and district personnel were asked to verify and correct data.

June 9, 2006

Equity Data Reports due to ADE from schools identified for Title I School Improvement.

July 7, 2006

ADE Equity Plan (Phase 1) submitted to USDE.

August 1 2006 – Phase II

Equity Data Reports, pre-populated with individual teacher data will be emailed to each school district that has one or more schools identified for Title I School Improvement. School and district personnel will be asked to verify and correct data.

September 1, 2006

Equity Data Reports due to ADE from school districts with one or more schools in Title I School Improvement

October 1, 2006

Equity Data Report (Phase II) due to USDE. . Data analysis by school and school district will focus on HQT data including Comprehensive Teacher Quality Data Elements.

October 1, 2006 – Phase III

State-wide Equity Data Reports emailed to all remaining school districts and charter schools.

November 1, 2006

Equity Data Reports due to ADE from all remaining school districts and charter schools.

December 1, 2006

Equity Data Report (Phase III) for all remaining Arizona LEAs and charter schools due to USDE. Data analysis by school and school district will focus on HQT data including Comprehensive Teacher Quality Data Elements.

March 1, 2007

HQT and Comprehensive Teacher Quality Data Elements submitted for the 2006-2007 school year.

Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

As noted above, data collection and verification initially focused on schools identified for improvement (schools not making AYP).

See attachment: Highly Qualified Teacher Report (Phase I) data.

Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Special education, foreign language, mathematics, and science have been identified as high need content areas throughout the state, based on issuance of emergency teaching certificates.

**Teacher Shortage Areas for Targeted Teacher Deferments on Family Federal Education Program (FFEP) and Supplemental Loans for Students (SLS)
2004-2005 School Year
Prepared: December 13, 2005**

State of Arizona	Total FTE	% of State FTE
Special Education (K-12)	3174	8%
Mathematics (grades 7-12)	2724	5%
Foreign Languages (grades 7-12)	893	7%

**Teacher Shortage Areas for Targeted Teacher Deferments on Family Federal Education Program (FFEP) and Supplemental Loans for Students (SLS)
2005-2006 School Year
Prepared: December 13, 2005**

State of Arizona	Total FTE	% of State FTE
Special Education (K-12)	4635	9%
Mathematics (grades 7-12)	2667	5%
Foreign Languages (grades 7-12)	854	6%

Based on technical assistance provided by ADE Staff for elementary and middle school teachers, it became evident that a majority of elementary certified teachers teaching grades 7 and 8 single core content areas met the content requirements of HQT through use of the HOUSSE rubric. However many of these teachers are not appropriately certified to teach single subject 7th or 8th grade as required by State Board Rule R-7-607(J).

Additional evidence indicates many Social Studies teachers (grades 9–12) do not meet the HQT content requirements of economics, geography or political science/civics. A large number of secondary Social Studies teachers are highly qualified in History only.

Teachers in rural isolated districts, including teachers on reservations, who teach multiple subjects, have difficulty meeting certification and HQT requirements.

Arizona will identify the particular groups of teachers that do not meet the HQ standards and districts and schools in which teachers do not meet HQ standards, beginning with Phase I – Title I schools identified for improvement in the 2005-2006 school year. Phases II and III (see Timeline for Data Equity Plan above) expand the number of teachers, schools, and districts for further analysis. The state will also identify courses that are not taught by HQ teachers.

Requirement 2

The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Does the plan identify LEAs that have not met annual measurable objectives for HQT?

Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Beginning in 2002, as LEAs developed their NCLB Consolidated Plans, each was required to develop annual measurable objectives (AMOs) to meet the HQT requirements. LEAs were required to annually update their NCLB Consolidated Plans, including progress toward meeting HQT requirements. As a result of LEAs not meeting the HQT AMOs, requirements, the ADE increased LEA accountability to meet HQT requirements by the end of the 2006-07 school year. Phase I data is based on Title I schools identified for improvement in the 2005-06 school year. Data for all LEAs regarding teachers meeting HQ standards will be submitted to USDE by December 1, 2006.

Protocols have been developed by ADE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ no later than the end of the 2006-2007 school year.

District Protocol

- LEA FY 07 applications for Title I-A (if eligible) and Title II-A grants must include evidence of financial support for teachers who have not met the HQT requirements. Applications and amendments will not be approved if there are teachers identified as non-HQ without appropriate justification. Additional information on 2007 NCLB Fiscal Applications may be found at <http://www.ade.az.gov/gme/FundingProfileView/FundingProfileFiles.asp?ID=316>
- LEA will complete and submit a Plan for Highly Qualified Teachers and Plan for Highly Qualified Teachers Summary Report to ADE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned ADE Education Program Specialist. Failure by the LEA to meet established deadlines for HQT reporting will result in an interruption of federal funds.
See Attachment # 1 LEA Plan for Highly Qualified Teachers and Attachment # 2 LEA Plan for Highly Qualified Teachers Summary Report
- LEA Plan for Highly Qualified Teachers will align with the NCLB Final Consolidated Plan

- LEA Plan for Highly Qualified Teachers will align, as appropriate, to the Arizona School Improvement Plan/Schoolwide Plan to ensure completion of HQT requirements by the end 2006-07 school year, and to support non-HQ teachers to become HQ
- LEA will provide evidence of HQT to ADE on-site program monitors
See Attachment # 3 Highly Qualified Teacher Monitoring Protocol
 - Verification of compliance will occur as part of the regular program monitoring as required for each of the following Divisions within ADE:
 - Exceptional Student Services (Special Education)
 - Academic Achievement (NCLB)
 - School Effectiveness (Title I School/District Improvement)
- Additional monitoring by ADE specialists will occur when significant concerns arise over inaccurate HQT data
- LEAs will be required to complete a Compliance Activities Plan to address HQT deficiencies. The Compliance Activities Plan will be monitored by the ADE HQ Review Team. Failure by the LEA to meet established deadlines for the Compliance Activities Plan will result in an interruption of federal funds.
See Attachment # 4 Compliance Activities Worksheet

School Protocol

- School Principals are required to submit to ADE, a data summary of non-HQ teachers which includes grade/content area, action items, review dates, and support provided by the school/district
See Attachment # 5 Highly Qualified Teacher School Summary Report
- School Principals will assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans (for the 2006-07 school year)
- School Principals are required to align their Arizona School Improvement Plan/Schoolwide Plan activities with the HQT requirements to ensure all teachers are HQ by the end 2006-07 school year.

Teacher Protocol

- Each non-HQ teacher must complete and submit an Individual Highly Qualified Teacher Plan to the building principal including a timeline to become HQ (during the 2006-07 school year)
See Attachment # 6 Individual Highly Qualified Teacher Plan
- Each Individual Highly Qualified Teacher Plan must be completed and submitted to the building principal within four weeks of employment

Requirement 3

The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

Technical Assistance

ADE continues to provide LEAs with technical assistance to ensure superintendents, school leaders, and teachers understand the HQT requirements. ADE Highly Qualified Professionals unit has developed and provided uniform reporting documents for the individual teacher, school leaders and superintendents to manage each LEAs non-HQ teacher's activities to become HQ. The reporting documents will ensure accurate data for ADE staff for reporting to USDE and provide ADE with data to determine the specific professional development needs of schools that have not made AYP. The LEA Plan for Highly Qualified Teachers requires that superintendents and principals coordinate allocation of resources to support non-HQ teachers.

Technical assistance teams provide direction for LEAs, schools, and teachers. This direction includes phone and email support, statewide presentations for Title I Schools that have not made AYP, county-wide meetings for all LEAs and schools within each county, and assistance to teachers in completing the Individual Teacher by visiting with teachers at their school site. The assistance teams also present at statewide conferences sponsored by Title I, Title I School and District Improvement, Early Childhood, Best Practices, and Special Education Units within ADE. The teams are frequently asked to present at other professional development meetings and conferences sponsored by professional educational organizations in Arizona. The ADE provides technical assistance to institutions of higher education regarding changes to state and federal requirements for teachers.

Professional Development

Schools not making AYP are given high priority in receiving professional development.

- **Best Practices Academies**

The Academies provide a concentrated focus on Solution Team findings, requests from ASSIST Coaches and Title I School and LEA Improvement Specialists, as well as requests from the field, and student achievement data. High-poverty, low-performing schools are alerted of Best Practice Academies before the rest of the field, therefore providing them with an early registration opportunity. All schools labeled as “Underperforming” by AZLEARNS are provided the opportunity to attend two Best Practices Academies per year at no cost, including travel reimbursements. Title I schools identified as not making AYP may use their Title I School Improvement Grant to attend the academies as well. The academies provided by the Best Practices Section promote team learning, offer follow-up opportunities, adhere to the National Staff Development Council guidelines, and address the specific needs of Arizona schools. Over 51 academies have been offered since 2004, with over 4,500 educators attending these events. All academies address the necessary concepts and strategies to strengthen the skills and knowledge of teachers already working in high-poverty, low-performing schools. Additional information on Best Practices Academies may be found at <http://www.ade.az.gov/schooleffectiveness/schooleffectcatalog.pdf>

Funding Source: Title I, Title I School Improvement Grant, Title II-A, Title V-A, Title III, State and Local funds
Targeted High-Need Group: High poverty, low performing

- **What Works in Schools Conference**

The 2005-06 school year was the first year in which Title I schools identified for improvement were invited to attend this three part conference. Teams were able to collaborate with Dr. Robert Marzano, staff from the Association for Supervision and Curriculum Development Cadre Members (Bea McGarvey and Debra Pickering) and staff from the Arizona Department of Education, to assist in identifying the school level, teacher level, and student level factors that impact student achievement and how to incorporate these factors as they developed goals and wrote their Arizona School Improvement Plan (ASIP).

Funding Source: Title I School Improvement Grants
Targeted High-Need Group: Title I schools identified for improvement

- **The Resource Guide for the Standards and Rubrics for School Improvement**

The Resource Guide provides a plethora of information to educators organized around the Arizona’s four Standards for School Improvement: Leadership; Curriculum and Professional Development; School Climate, Culture, and Communication. The guide offers many articles, templates, and examples regarding research-based strategies that can assist the teachers in high-poverty, low-performing schools. Since May of 2005, over 160,000 educators have accessed this online tool. Additional information on the Resource Guide for the Standards and Rubrics for School Improvement may be found at <http://www.schoolsmovingup.net/cs/az/print/htdocs/az/home.htm>

Funding Source: State School Improvement funds
Targeted High-Need Group: High poverty, low performing

- **ESA Teacher Quality Grants**

A new organization of support utilizing the resources of the Offices of the County Superintendent of School was developed to respond to professional development needs of all teachers and LEAs within the state, to meet the goals of NCLB regarding highly qualified teachers, and to more effectively utilize dwindling funding. Under A.R.S. §15-301 County Schools Offices are designated as education service agencies, ESAs, whose goal is to deliver technical assistance and educational services to school districts and charter schools in each respective county. The County ESAs assist districts and charter schools in acquiring nationally researched, scientifically-based best practices in school and instructional improvement that complement the ADE’s Standards and Rubrics for School Improvement as well as address the highly qualified teacher requirements outlined in NCLB. ESAs serve the entire K–12 educational system and ensure statewide capacity to deliver high-quality professional development programs that meet the identified county needs of teachers, principals, and students. The County ESAs implement professional development plans and activities that reflect nationally recognized strategies and those defined in NCLB, Section 9101(34) for high quality professional development. The following counties have designated their funding to focus on assisting teachers to become highly qualified and reducing emergency teaching certificates:

- Apache** Middle School math, science, language arts, social studies and conversion of emergency certificates to provisional teaching certificates
- Cochise** Middle School math, science, and language arts
- Coconino** Middle School math, science, and language arts
- Graham** Middle School math, science, and social studies
- La Paz** Middle School math
- Maricopa** Middle School math and science
- Navajo** Middle School math, science, language arts, and social studies
- Yuma** Middle School math, science, and conversion of emergency certificates provisional teaching certificates

Funding Source: Title I, Title II-A
Targeted High-Need Group: Statewide

- **Annual Mega Conference**

The Mega Conference offers a comprehensive array of professional development opportunities for NCLB program coordinators and for educators who implement NCLB programs. The two and one-half day conference is an opportunity to focus on NCLB program administration, federal accountability requirements, and coordination of programs including Title I, II-A, II-D, III, IV, V-A, Gifted, Migrant, Indian Education, Arts, Homeless, Neglected or Delinquent, Grants, and Operations. Through NCLB program coordinators' attendance at this conference, relevant information is communicated to assist teachers in high-poverty, low-performing schools to strengthen their skills and knowledge in meeting student needs.

Funding Source: NCLB Funds
Targeted High-Need Group: Statewide

- **Integrated Data to Enhance Arizona's Learning (IDEAL)**

IDEAL represents ADE's commitment and dedication to offer online resources that support high quality teaching and provides an engaging, technology-rich learning environment for all Arizona students.

The IDEAL portal can be found at www.ideal.azed.gov
(Guest User ID: testuser19; Password: Poplin19).

Through the IDEAL portal, ASSET (Arizona School Services Through Educational Technology) membership is provided to all Arizona district and charter schools, which makes available a wide-range of online professional development for teachers, including a free 15-hour Structured English Immersion course. Teachers will find over 5,000 streaming videos to support their classroom instruction. In addition, teachers can access the ADE Reference Library, which is a searchable online database of trade books aligned to the Arizona Academic Achievement Standards by grade level, subject area, strand, concept, and/or students' reading levels.

ASSET can be found at <http://www.asset.asu.edu>
(Guest User ID: testuser19; Password: Poplin19).

Within IDEAL, teachers can download strand and concept level quizzes in PDF format that are aligned with Arizona Academic Achievement Standards. These formative assessments are intended for use by Arizona educators and should be used to guide instruction in the classroom. IDEAL provides teachers access to an item bank in order to create additional formative assessments, which are also aligned with the Arizona Academic Achievement Standards. With one simple sign-in, all Arizona stakeholders can access the information system of data, resources, and services to enhance all students' learning.

Funding Source: State and Federal funds
Targeted High-Need Group: Statewide

- **English Acquisition Services (EAS) Unit**

The EAS Unit within the ADE has implemented a variety of steps, in order to ensure that English Language Learner (ELL) students within Arizona are instructed using high quality teaching strategies and methods for optimal success. Many of the high-poverty, low performing schools and districts have a high percentage of ELL students. ADE has implemented the following steps to ensure teachers have the appropriate skills and knowledge to assist all ELL students to succeed:

1. The first step was to create a task force, consisting of state-wide constituency, which developed English Language Proficiency Standards that were aligned to the Arizona Academic Achievement Standards. These standards enable classroom teachers to choose content standards for lesson planning and delivery with specific language objectives.
2. The second step was to adopt a single statewide language to measure English proficiency. The English proficiency assessment allows ELL students to be categorized by proficiency levels and placed in an appropriate ELL program. A single statewide assessment allows ADE to gather and process student data such as: time spent in a program, development of language skills, development of academic skills, program quality, reclassification data and areas necessary for improvement. Alignment studies were conducted regarding the assessment and the English language proficiency standards. An assessment augmentation was developed to produce a closer alignment between the language assessment and language standards.
3. The third step was to implement the Structured English Immersion (SEI) Endorsement. This endorsement is a requirement of all individuals who hold a valid teaching certificate to include teachers, supervisors, superintendents, and principals, in order to obtain specific training in areas that benefit students who are learning a second language as well as academic content. This requirement stipulates that individuals who hold teaching certificates must obtain the 15 clock hours (1 credit hour) prior to August 2006 and 45 additional clock hours (3 credit hours) to be completed by August 2009.
4. A task force of statewide constituents was formed to create a curricular framework for 15 clock hours (1 credit hour) and 45 clock hours (3 credit hours) for the SEI Endorsement training. These frameworks included specific goals and objectives in areas necessary for the development of language during content instruction, to include: assessment, English proficiency standards, foundations, strategies, data collection, and parent/family involvement. English Acquisition Services (EAS) conducts annual training conferences to ensure that statewide constituents have training available to them.

5. EAS reviews all SEI training syllabi to ensure that the 15 clock hour (1 credit hour) and 45 clock hour (3 credit hours) are strictly adhered to by independent trainers, district training personnel, and college/university coursework. Once EAS has reviewed the syllabi for alignment to the framework goals/objectives, it is submitted for approval by the State Board of Education. A list of approved providers is posted and updated weekly on the English Acquisition website. <http://www.ade.az.gov/asd/lep>
6. EAS conducts compliance monitoring of LEAs throughout the state. EAS selects 12 districts from the top 50 districts with the highest ELL population, 10 districts are selected that are not within the top 50 districts, and 10 LEAs with 25 or fewer ELLs to be monitored. These LEAs are put into a 4 year monitoring cycle. The monitoring consists of on-site visits that include: verification of HQT documentation, classroom observations for instructional strategies, teacher interviews, student file reviews, and administration interviews. Districts who have compliance issues must submit Corrective Action Plans for EAS review. All districts that fall into the Corrective Action category have follow-up technical assistance visits.
7. EAS also provides technical assistance to underperforming schools/districts and any school/district that requests technical assistance. These technical assistance visits may include trainings regarding all compliance/monitoring areas.
8. EAS has partnered with the Arizona K-12 Center to provide a "Trainer of Trainers" format to aid in the training of all school and district personnel. EAS has partnered with Arizona State University ASSET, to develop an on-line training program. Arizona teachers can access ASSET at no charge.
9. EAS conducts annual assessment training seminars throughout the state.
10. EAS has created a sample ELL monitoring notebook for districts to complete to assist in compliance guidelines. These notebooks include forms, ELL policies/procedures, ELL student lists, teacher training lists, and ELL program models. These notebooks allow compliance monitors to assess a district's needs and areas necessary for assistance.

To access the ELL monitoring notebook requirements go to:

<http://www.ade.az.gov/asd/lep/TofCELLMonitoringNotebook.doc>

Funding Source: State and Federal funds
Targeted High-Need Group: Statewide

- **AZ READS**

AZ READS is a comprehensive initiative aimed at improving reading achievement in Arizona. It challenges Arizona educators and parents to participate in a statewide collaborative effort so that every Arizona child will learn to read proficiently by third grade and remain a proficient reader through the twelfth grade. With reading as the foundation of our efforts to raise student achievement, children will be prepared to succeed in school, in the workplace, and in life. All publicly funded Arizona schools serving grades kindergarten through third grade are considered AZ READS schools. Educators working at these schools are eligible to participate in professional development, such as: K-3 Reading Academy, AZ READS Leadership Academies, DIBELS Leadership Institute Academy, and LETRS Institutes. Additional information on AZ Reads may be found at <http://www.ade.az.gov/azreads>

Funding Source: State and Federal funds
Targeted High-Need Group: Statewide

- **AZ Counts**

AZ Counts is a state initiative to ensure that all Arizona students develop *proficiency* in mathematics by promoting mathematics curriculum that is research-based and standards driven. AZ Counts cultivates statewide mathematics leadership to promote mathematics education, to design professional development structures to deepen teacher content knowledge, and to strengthen delivery of instruction. The initiative encourages the use of assessment data to drive decision making, design instruction, and provide intervention. Educators, especially those in high-poverty, low-performing schools, are eligible to participate in professional development, such as: Getting Middle School Students to meet the Standard in Mathematics, Secondary Math Intervention Academy, Closing the Achievement Gap in Mathematics, and Alternative Math Techniques - What to do When Nothing Else Seems to Work. Additional information on AZ Counts may be found at <http://www.ade.az.gov/SBTL/sdi/math.asp>

Funding Source: Unfunded initiative that aligns to the Mathematics and Science Partnership Program
Targeted High-Need Group: Statewide

- **Mathematics and Science Partnership Program**

The Mathematics and Science Partnership Program supports the goals of AZ Counts through improved academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to partner in high-quality professional development programs. This competitive grant program is intended to increase academic achievement of students in math and science by enhancing the content knowledge and teaching skills of classroom teachers. Additional information on the Mathematics and Science Partnership Program may be found at <http://www.ade.az.gov/SBTL/msp/default.asp>

Funding Source: Title II-B
Targeted High-Need Group: Statewide, high need for proficient teachers (Middle School), low achievement math scores

- **Professional Development in Science**

The Standards Based Teaching and Learning unit uses the Trainer-of-Trainers model to provide multiple professional development opportunities for school and district educators throughout the state. Trainers offer on-going training to school and district science staff. These opportunities provide the ability for attendees to build their knowledge and skills for ensuring student proficiency in science. Additional information on professional development in science may be found at <http://www.ade.az.gov/SBTL/sdi/science.asp>

- **Professional Development in Social Studies**

The newly adopted articulated Social Studies standards will be phased in over a two year period beginning 2006-07. Professional development activities are currently being created.

- **Professional Development Leadership Academy (PDLA)**

PDLA is a 3 year professional development program that is comprised of teams of educators who are committed to increasing student achievement through professional development. The goals for PDLA are to:

- Retain “highly qualified teachers” in high need school districts and charter schools and hard-to-fill content areas
- Reduce inexperienced teachers in high need school districts and charter schools
- Increase capacity of “high need” school districts and charter schools
- Increase “empowerment” of teachers in “high need school districts and charter schools
- Increase student achievement
- Address concerns identified in the Working Conditions Survey
See Attachment # 7 Arizona Teacher Working Conditions Survey

SEA Subgroup Support

Ingersoll, Richard M. and Bridget K. Curran. (July 2004). *Out of Field Teaching: the Great Obstacle to Meeting the “Highly Qualified” Teacher Challenge*. NGA Center for Best Practices.

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnnextoid=b9a5303cb0b32010VgnVCM1000001a01010aRCRD>

Richard Ingersoll states, “Out-of-field teaching” can be especially acute in middle schools. Some states require middle school teachers to hold an elementary-school-type certificate that emphasizes a broad background and does not require specialization in any one academic area.” Anecdotal evidence indicates that a majority of Arizona elementary certified teachers

teaching grades 7 and 8 single core content areas met the content requirements of HQT through use of the HOUSSE Rubric. However many these teachers are not appropriately certified to teach single subject 7th or 8th grade as required by State Board Rule R-7-607(J). To address this phenomenon, the ADE contracted with National Evaluation System (NES) to develop four middle grade Arizona Educator Proficiency Exams (math, general science, social studies, and language arts/reading) as required by certification rules. A “window of opportunity” was provided middle grade teachers who have 24 credit hours in one of the four specified content areas (math, general science, social studies, or language arts/reading) to add the approved area to their elementary certificate. These efforts have significantly reduced the number of out-of-field teachers in grades 7 and 8. State certification rules in Arizona require teachers to take the appropriate content knowledge Arizona Education Proficiency Assessments (AEPA), if available. At this time, over 700 elementary certified teachers who are teaching middle grade mathematics have taken the new AEPA middle grade mathematics exam in its initial administration. To significantly reduce the number out-of-field teachers in social studies/economics in grades 9–12, an economics exam was also developed by National Evaluation Systems and is now available.

- **Arizona Teachers’ Excellence Plan (AzTEP)**

In October 2003, the Governor’s Office, in partnership with ADE was awarded a three-year, \$8 million Title II Teacher Quality Enhancement Grant to address recruitment and retention of teachers on Indian Reservations and former federal Enterprise Communities in Arizona. AzTEP encourages a “grow your own” approach to expanding the pool of highly qualified teachers. AzTEP provides scholarship funds to schools to recruit Native American teachers by focusing on existing school paraprofessionals and Native American students currently enrolled in teacher preparation programs. To increase retention of Native American teachers, a formal mentoring program is a required program element. Mentoring is provided through a contract with the University of California at Santa Cruz, New Teacher Center, a nationally recognized mentoring program. All AzTEP schools are required to participate in PDLA and ASSET. The “Arizona Working Conditions Survey” was funded by AzTEP.

Funding Source: Title II-A (Teacher Quality Enhancement Grant)
Targeted High-Need Group: Native American

- **Transition to Teaching**

Transitions to Teaching funds were used to create an Alternative Path to Certification.

1. The Alternative Secondary Path to Certification (ASPC) for grades 9-12 is a two-year alternative path to certification program authorized by the Arizona State Board of Education. This pathway has partnerships with four institutions of higher education, sixteen school districts and one charter school. The National Council on Teacher Quality recently recognized Arizona’s ASPC program as an exemplary program. Additional information on the *Alternative Secondary Path to Certification* may be found at <http://www.ade.az.gov/asd/atpath/>

2. Teacher Preparation Program Intern Teaching Certificate (TPP) is a State-Board approved teacher preparation program that allows candidates to participate in contracted student teaching. The TTP is a two year program designed for elementary, middle grades, and special education candidates. This pathway has partnerships with five institutions of higher education and numerous LEAs and charter schools. Based on preliminary enrollment numbers, ADE anticipates that approximately 200 candidates will participate in the TPP for special education during the 2006-2007 school year.
3. With funds from the Transition for Teaching Grant, the Arizona Department of Education partnered with the Arizona Rural Schools Association (ARSA) to create a recruitment video.

The video may be viewed at

<http://www.ade.az.gov/asd/altpath/>

Additional information on *Arizona Rural Schools Association* may be found at <http://www.ade.state.az.us/ruralaz/>

- **Troops to Teachers**

The State Troops to Teachers office operates under a “Memorandum of Understanding” (MOU) between Arizona and the Department of Defense. This relationship has existed since the Troops to Teachers program began in 1994. The State averages 40 new hires per school year. Arizona Troops to Teachers have collected over \$1.1 million in financial assistance in the form of stipends and bonuses.

Funding Source: Title II-C

Targeted High-Need Group: High poverty and high need content

- **State Agency for Higher Education (SAHE)**

The Improving Teacher Quality (ITQ) Grant Programs (Title II) are a major component of NCLB legislation. These programs encourage scientifically-based professional development as a means for improving student academic performance. As school are responsible for improving student learning, it is essential to have highly qualified teachers leading the way.

Under Part A of Title II, funds are made available to state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. The state agency for higher education, the Arizona Board of Regents (ABOR), working in conjunction with the state educational agency, the Arizona Department of Education (ADE), is authorized to use the funds to make sub- grants, on a competitive basis to eligible partnerships.

Funds to eligible partnerships are awarded under the guidelines described in the approved Request for Proposal (RFP). Partnerships between an institution of higher education with teacher education, a college of arts and sciences, and high need school districts are at the foundation of these efforts. The focus of the funded projects are on the core subjects defined as arts, music, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts, and science. The partnerships fund professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including Computer-related technology to enhance instruction.

Attachment #8 State Agency for Higher Education (SAHE)

Funding Source: Title II-A
Targeted High-Need Groups: High poverty and high need content

- **Pinal County Post Baccalaureate Program**

The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. A rural county sandwiched between the major metropolitan areas of Phoenix and Tucson, Pinal County is experiencing a growth in population that has intensified the scarcity. The program was developed in collaboration with the Arizona Department of Education, the Mexican Consul General’s office and school districts in Pinal County in order to recruit, train, and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms.

See Attachment # 9 Pinal County Post Baccalaureate Program

Funding Source: Fee based and loan forgiveness
Targeted High-Need Group: ELL in Pinal County

- **Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET)**

The PDS TENET Program is a “professional development school” model of teacher preparation. This district-based program is a cohort of 20 PDS TENET candidates. The candidates learn educational strategies, pedagogy, and a variety of essential classroom skills in partner elementary school districts. Candidates are supervised by multiple certified teachers during the 10 month teacher preparation program. The partnering districts represent “high need” urban and Native American districts.

Funding Source: Title II, TQE Partnership Grant
Targeted High-Need Groups: High Poverty and Native American

- **National Board for Professional Teaching Standards – Subsidy and Support Program**

ADE supports teachers who are seeking National Board Certification. ADE is the fiscal agent of the NBPTS subsidy money that is allocated to Arizona each year to provide funding to all teachers within the state. Awards are made through a competitive application process. ADE, in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University provides support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having NBCT in their schools.

For additional information on National Board Professional Teacher Standards Subsidy Program go to <http://www.ade.az.gov/asd/NBCert/>

Funding Source: United States Congress
Targeted High-Need Group: High poverty, statewide, BIA

- **Targeted High Need Initiative in Arizona Grant (THNI)**

The National Board for Professional Teaching Standards' Targeted High Need Initiative (THNI) is designed to increase the number of National Board Certified Teachers[®] (NBCT) in high-poverty urban and rural schools. The initial focus of the THNI project in Arizona is teachers of grades 4-6 in inner city schools in the City of Phoenix. There are thirteen elementary school districts that serve the City of Phoenix and feed into Phoenix Union High School. These districts have nearly 100% of their students qualifying as economically disadvantaged and have a considerable number of English Language Learners.

The narrow focus of the chosen certificate area is twofold. First, there is evidence that student achievement significantly declines over time as students' transition out of the primary grades and into middle grades. Secondly, like many of their students, teachers in high needs areas require support that is non-traditional and more intense than what is currently being offered to candidates in Arizona.

The goal for the 2006-07 cycle would be to have a cohort of 20-25 teachers from this targeted area working on the Middle Childhood Generalist Certification. The success of this group will establish a base of NBCTs to provide support for others in their districts to go through National Board Certification. This base would also serve as mentors for teachers who will be required to take the Arizona Performance Assessment (Take One), a new requirement for conversion of a provisional teaching certificate to a standard teaching certificate beginning September 1, 2006.

Funding Source: National Board for Professional Teaching Standards
Targeted High-Need Groups: High Poverty, minority, urban

- **National Board Certification for state-funded all-day kindergarten schools**

This grant funds 100 teachers working in state-funded all-day kindergarten schools to pursue National Board Certification. The Arizona K-12 Center will pay the \$2,500 candidate application fee from the grant. The candidate will be required to pay the \$65 National Board processing fee. State-funded all-day kindergarten classes are in “high need” schools.

Funding Source: Arizona Department of Commerce and the Arizona Governor’s Office

Targeted High-Need Group: High Poverty

- **Rodel Exemplary Teachers**

The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.’s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation. The Rodel Teacher Initiative seeks to:

- Recognize and reward teachers who are achieving extraordinary student success in high poverty schools.
- Use Rodel Exemplary Teachers as models of what can be achieved in high-poverty schools.
- Make teaching in high-poverty schools an attractive and rewarding career option.
- Increase the number of excellent teachers in high-poverty areas.

The Rodel Exemplary Teacher Initiative identifies teachers with a track record of extraordinary student achievement in high-poverty schools. Rodel honors these teachers with a \$10,000 stipend and pairs them with the most promising student teachers. These Rodel Exemplary Teachers commit to supervise and mentor six Rodel Promising Student Teachers over the next three years. Rodel Promising Student Teachers who teach in high-need school districts for three years also receive a \$10,000 stipend. To date, 27 teachers have been honored as Rodel Exemplary Teachers.

Additional information on *Rodel Exemplary Teachers* may be found at www.rodelfoundationaz.org

Funding Source: Rodel Foundation, Salt River Project (SRP)

Targeted High-Need Group: High poverty, urban

- **Wallace Leadership Grant**

The Wallace Leadership Grant focuses on creating a comprehensive, statewide infrastructure for educational leadership development. This infrastructure encompasses the continuum from recruitment and preparation through continuous improvement and expert practice. This grant coordinates statewide efforts into a coherent, well-articulated system for educational leadership. The work proposed under the Wallace Grant aligns and enhances existing state and local programs and institutionalizes a leadership development structure. This structure is built upon three innovative ideas: the commitment to institutionalize leadership development, implementing incentives for accomplished leaders, and most importantly, linking leadership learning to student learning.

Additional information on the Wallace Leadership Grant can be found at <http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.html> or <http://www.wallacefoundation.org/WF>

See Attachment #13 Wallace Grant

Funding Source: Wallace Foundation
(matching funds from ADE)
Targeted High-Need Group: Native American, Urban, High Poverty

- **Arizona Educator Employment Board (AEEB) website**

The AEEB is a website for school districts and charter schools to post available positions and for potential candidates to search for available educational positions. Additional information on AEEB can be found at <http://www.arizonaeducationjobs.com>

Funding Source: ADE Exceptional Student Services
Targeted High-Need Groups: Rural, Native American, special education

- **Career and Technical Education Professions Program**

The Education Professions Program is designed to prepare high school students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy, developmental stages, learning styles, and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to align with the introductory education courses at the community college. In addition to technical skills, students completing this program will develop critical thinking skills, advanced academic skills, civic responsibility, understanding of education as a consumer, employability and leadership. The program utilizes a delivery system made up of four integral parts: formal/technical instruction,

experiential/service learning, supervised work-based learning, and the student organization, Future Educators of America (FEA).

See Attachment # 10 CTE Education Professions Program

Funding Source: Title II-A, Special Education (IDEA),
Carl Perkins
Targeted High-Need Group: Statewide

- **Associate of Arts in Elementary Education (AAEE)**

Arizona Board of Regents' universities and Arizona's community colleges have collaborated on the development and implementation of a program that leads to an Associate of Arts in Elementary Education degree (AAEE). The degree, which is awarded by the community college, allows the student to transition using this seamless pathway to one of the Regents' university elementary education or special education programs at Arizona State University (all campuses), Northern Arizona University, and the University of Arizona, if the student meets other admission requirements.

Funding Source: Fee-based, Loan forgiveness
Targeted High-Need Group: Statewide

- **Teacher Incentive Fund Grant**

The purpose of the Teacher Incentive Fund Grant (TIF) is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools. Arizona is applying for this grant as an opportunity to strengthen the existing pay for performance programs available in the State. The focus of the application will be on building strong principal and teacher leadership within the school, resulting in increased student achievement.

Funding Source: Federal Funds-Fiscal Year 2006 Education
Appropriations Act
Targeted High-Need Group: Urban, suburban, high-poverty

State Funded Performance Pay Initiatives

- **Career Ladder/Optional Performance Incentive Program (OPIP)**

The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts statewide that choose to make career advancements without leaving the classroom or the profession. The participating districts are required to comply with requirements established in A.R.S. §15-918. While the state requires that a number of basic elements be included in the local plan, each district may develop specific details that meet its unique needs. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district plan. The State Board of Education provides final program approval. ADE staff provides technical assistance to district personnel in the administration of their programs.

- **Classroom Site Fund**

The classroom site fund was created to reward teachers and support schools on the basis of performance and need per A.R.S. §15-977. A portion of these funds must be spent for teacher compensation increases based on performance, a portion must be spent for base salary increases, and a portion must be allocated for one or more of the following: class size reduction, teacher compensation increases, AIMS intervention, teacher development, dropout prevention, and/or teacher liability insurance premiums.

Requirement 4

The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- o in the percentage of highly qualified teachers at each LEA and school; and*
- o in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?*

Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Beginning in 2002, as LEAs developed their NCLB Consolidated Plans, each was required to develop annual measurable objectives (AMOs) to meet the HQT requirements. LEAs were required to annually update their NCLB Consolidated Plans, including progress toward meeting HQT requirements. As a result of LEAs not meeting the HQT AMOs, requirements, the ADE increased LEA accountability to meet HQT requirements by the end of the 2006-07 school year. Phase I data is based on Title I schools identified for improvement in the 2005-06 school year. Data for all LEAs regarding teachers meeting HQ standards will be submitted to USDE by December 1, 2006.

Protocols have been developed by ADE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ no later than the end of the 2006-2007 school year.

District Protocol

- LEA FY 07 applications for Title I-A (if eligible) and Title II-A grants must include evidence of financial support for teachers who have not met the HQT requirements. Applications and amendments will not be approved if there are teachers identified as non-HQ without appropriate justification. Additional information on 2007 NCLB Fiscal Applications may be found at <http://www.ade.az.gov/gme/FundingProfileView/FundingProfileFiles.asp?ID=316>

- LEA will complete and submit a Plan for Highly Qualified Teachers and Plan for Highly Qualified Teachers Summary Report to ADE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned ADE Education Program Specialist. Failure by the LEA to meet established deadlines for HQT reporting will result in an interruption of federal funds.
See Attachment # 1 LEA Plan for Highly Qualified Teachers and Attachment # 2 LEA Plan for Highly Qualified Teachers Summary Report
- LEA Plan for Highly Qualified Teachers will align with the NCLB Final Consolidated Plan
- LEA Plan for Highly Qualified Teachers will align, as appropriate, to the Arizona School Improvement Plan/Schoolwide Plan to ensure completion of HQT requirements by the end 2006-07 school year, and to support non-HQ teachers to become HQ
- LEA will provide evidence of HQT to ADE on-site program monitors
See Attachment # 3 Highly Qualified Teacher Monitoring Protocol
 - Verification of compliance will occur as part of the regular program monitoring as required for each of the following Divisions within ADE:
 - Exceptional Student Services (Special Education)
 - Academic Achievement (NCLB)
 - School Effectiveness (Title I School/District Improvement)
- Additional monitoring by ADE specialists will occur when significant concerns arise over inaccurate HQT data
- LEAs will be required to complete a Compliance Activities Plan to address HQT deficiencies. The Compliance Activities Plan will be monitored by the ADE HQ Review Team. Failure by the LEA to meet established deadlines for the Compliance Activities Plan will result in an interruption of federal funds.
See Attachment # 4 Compliance Activities Worksheet

School Protocol

- School Principals are required to submit to ADE a data summary of non-HQ teachers which includes grade/content area, action items, review dates, and support provided by the school/district
See Attachment # 5 Highly Qualified Teacher School Summary Report
- School Principals will assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans (for the 2006-07 school year)
- School Principals are required to align their Arizona School Improvement Plan/Schoolwide Plan activities with the HQT requirements to ensure all teachers are HQ by the end 2006-07 school year.

Teacher Protocol

- Each non-HQ teacher must complete and submit an Individual Highly Qualified Teacher Plan to the building principal including a timeline to become HQ (during the 2006-07 school year)

See Attachment # 6 Individual Highly Qualified Teacher Plan

- Each Individual Highly Qualified Teacher Plan must be completed and submitted to the building principal within four weeks of employment

- **ADE Cross Unit Communication**

ADE has developed a Cross-Unit Communication team in which concerns regarding schools and districts will be addressed and ADE staff will provide coordinated technical assistance and/or sanctions.

See Attachment # 11 ADE Cross Unit Communication

Technical Assistance

ADE continues to provide LEAs with technical assistance to ensure superintendents, school leaders and teachers understand the HQT requirements. The ADE HQ unit has developed and provided uniform reporting documents for the individual teacher, school leaders, and superintendents to manage each LEAs non-HQ teacher's activities to become HQ. The reporting documents will ensure accurate data for ADE staff for reporting to USDE and provide ADE with data to determine the specific professional development needs of schools that have not made AYP. The LEA Highly Qualified Teacher Plan requires that superintendents and principals coordinate allocation of resources to support non-HQ teachers.

Technical assistance teams provide direction for LEAs, schools, and teachers. This direction includes phone and email support, statewide presentations for Title I Schools that have not made AYP, county-wide meetings for all LEAs and schools within each county, and assistance to teachers in completing the Individual Highly Qualified Teacher Plan by visiting with teachers at their school site. The assistance teams also present at statewide conferences sponsored by Title I, Title I School and District Improvement, Early Childhood, Best Practices, and Special Education Units within ADE. The teams are frequently asked to present at other professional development meetings and conferences sponsored by professional educational organizations in Arizona. The ADE provides technical assistance to institutions of higher education regarding changes to state and federal requirements for teachers.

Requirement 5

The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:

- *Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or*
- *Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.*

Arizona will complete the HOUSSE process according to the guidelines established by the USDE in the letter from Dr. Henry L. Johnson, Undersecretary of Education, dated March 21, 2006. Prior to the end of the 2005-06 school year, all public school districts including charter schools, received a copy of Dr. Johnson's letter, concerning HQT requirements and the sun setting of the HOUSSE rubric.

Effective July 1, 2006, ADE requires that all new hires or veteran teachers changing content areas meet the HQT requirements without using the HOUSSE rubric (exceptions as noted in the guidelines above).

To assist elementary teachers assigned to teach single subject-middle grades core academic content areas, four middle grade exams will be available. The middle grade mathematics exam was created during the 2005-06 testing cycle with initial administration in April, 2006. The middle grades social studies, language arts/reading and general science exams will be created during the 2006-07 testing cycle with initial administration April, 2007. At this time, there are 19 content area AEPA exams available, including a newly created secondary economics exam. AEPA content exams have been available since 1998. Additional information on the AEPA exams may be found at: www.aepa.nesinc.com

To assist school districts and ADE in tracking compliance with the USDE timeline, HOUSSE rubric forms available to teachers who meet the two exceptions referenced in the March 21, 2006, letter will be clearly identified with a watermark indicating the 2006-2007 school year.

ADE reported the number of veteran teachers employed in schools identified for Title I School Improvement that met the “highly qualified teacher” requirement based on completion of the HOUSSE rubric, in requirement 1. On-site monitoring by ADE staff during the 2006-2007 school year will verify the accuracy of these rubrics.

Veteran teachers who completed the Arizona HOUSSE and **transfer within the school district** may use their previously completed HOUSSE rubric if the following conditions are met:

1. Veteran teachers must have completed the HOUSSE rubric prior to the end of the 2005-06 school year (written documentation must accompany the HOUSSE rubric to meet the HQT requirements), **and**
2. Veteran teachers must be assigned to teach in the same content area.

Veteran teachers who completed the Arizona HOUSSE rubric and **transfer between Arizona school districts** may use their previously completed HOUSSE rubric if the following conditions are met:

1. Veteran teachers must have completed the HOUSSE rubric prior to the end of the 2005-06 school year (written documentation must accompany the HOUSSE rubric to meet the HQT requirements), **and**
2. Veteran teachers must be assigned to teach in the same content area.

School districts **may** accept out-of-state content exams to meet the HQT requirements once appropriate documentation is provided.

The “Highly Qualified Teacher” website is currently “Under Construction” to allow sufficient time to revise the Teacher Attestations and the Frequently Asked Questions to comply with Arizona’s commitment to meet the timeline established by the USDE. When available, information on Highly Qualified teachers may be found at <http://www.ade.az.gov/asd/hqp>

Statewide presentations will be available to LEAs in July and August to review the newly designed Individual Highly Qualified Teacher Plan, School Plans, and LEA Plans to reach the HQT goal in the 2006-07 school year.

Requirement 6

The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Does the plan identify where inequities in teacher assignment exist?

Refer to timeline to determine when Arizona will identify inequities of teacher assignments. Phase I data is based on Title I schools identified for improvement in the 2005-06 school year.

Does the revised plan include a written equity plan?

Does the plan delineate specific strategies for addressing inequities in teacher assignment?

Does the plan provide evidence for the probable success of the strategies it includes?

Arizona Equitable Distribution Plan

Arizona faces five major challenges in moving toward equitable teacher distribution. These challenges include:

1. Development of a state-wide longitudinal data system for reporting and evaluating teacher data;
2. Existence of multiple school operators in Arizona: district schools, charter schools, and Bureau of Indian Affairs schools;
3. Development of administrative and teacher leadership skills and a climate that empowers teachers and increases teacher retention;
4. Out-of-field elementary and secondary certified teachers teaching core content areas at grades seven and eight;
5. Isolation of rural schools, including the reservations, resulting in teachers teaching multiple subjects.

Goals

1. **Arizona will develop and implement a state-wide data collection system and analysis infrastructure that tracks highly qualified teachers including comprehensive teacher quality data elements (teaching experience, qualifications matched to context, race/ethnicity, language fluency, special certification, certification status, and teacher performance).**
2. **Arizona will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers by focusing state-wide efforts on recruitment and retention of HQ teachers.**
 - a. **Recruitment efforts will focus on partnerships with institutions of higher education, private organizations, and school districts to “Grow Your Own” and Alternative Paths to Certification.**
 - b. **Retention efforts will focus on leadership, capacity building, empowerment of teachers and principals to facilitate change in their schools and school districts, and pay for performance.**

Goal 1

Arizona will develop and implement a state-wide data collection system and analysis infrastructure that tracks highly qualified teachers including comprehensive teacher quality data elements (teaching experience, qualifications matched to context, race/ethnicity, language fluency, special certification, certification status, and teacher performance).

The National Comprehensive Center for Teacher Quality in the “Planning Tool to Provide Evidence of Progress Toward Equitable Teacher Distribution”, March 2006 states: “States already will have systems in place for evaluating and reporting on their progress towards increasing the numbers of highly qualified teachers in their states, but they lack mechanisms for tracking where such teachers are over time and correlating that information with classroom, school, and district demographics.” However, this assumption is incorrect for Arizona. Since the inception of NCLB, the reporting of highly qualified teacher data in Arizona has been based on self-reporting by LEAs.

During the 2005-2006 school year, the Arizona Department of Education, School Finance Division, reported that Arizona had 503 charter schools (479 charter schools and 24 district sponsored charter facilities); 34 BIA Contract Grant schools; and 1486 public schools (915 schools in a unified district, 50 schools in an elementary district, 80 schools in a high school district, and 406 schools in an elementary districts that feed into a designated high school district). According to data submitted to ADE by the State Board for Charter Schools (ASBCS), 483 charter schools operated during the 2005-2006 school year. This number includes charter schools that closed at some point during the school year. During 2005-2006 seventeen new charter sites opened and twelve charter sites closed. One hundred forty-three school districts and charter schools were identified as eligible for the Small Rural School Achievement Program (SRSA) by USDE.

In August 2005, the Center for Education Accountability, with support from the Broad Foundation and the Bill and Melinda Gates Foundation conducted a survey about state data systems to learn how many states already have the ten essential elements in place. A “Summary of the Ten Elements” for the Arizona Department of Education is presented below:

Arizona – Summary of the ten elements

Does your system have the data in 2005-06 to address these issues using student-level longitudinal data?

Identify which schools produce the strongest academic growth for their students. (Elements 1, 3, 4) **NO**
 Know what achievement levels in middle school indicate that a student is on track to succeed in **NO**
 rigorous courses in high school. (Elements 1, 3, 6, 7)

Calculate each school’s graduation rate, according to the 2005 National Governor’s Association **NO**
 graduation compact? (Elements 1, 2, 8, 10)

Determine which high school performance indicators (e.g., enrollment in rigorous courses or **NO**
 performance on state tests) are the best predictors of students’ success in college or the workplace.
 (Elements 1, 3, 6, 7, 8, 9)

Identify the percentage of each high school’s graduates who go on to college take remedial **NO**
 courses. (Elements 1, 8, 9)

Identify which teacher preparation programs produce the graduates whose students have the **NO**
 strongest academic growth. (Elements 1, 3, 4, 5)

Click on elements for more detail.

Elements of a longitudinal data system in the state*	Present in this state?		
	2003-04	2004-05	2005-06
1. A unique statewide student identifier	<u>YES</u>	<u>YES</u>	<u>YES</u>
2. Student-level enrollment, demographic and program participation information	<u>YES</u>	<u>YES</u>	<u>YES</u>
3. The ability to match individual students’ test records from year to year to measure academic growth	<u>NO</u>	<u>NO</u>	<u>YES</u>
4. Information on untested students	<u>NO</u>	<u>NO</u>	<u>NO</u>
5. A teacher identifier system with the ability to match teachers to students	<u>N/A+</u>	<u>N/A+</u>	<u>NO</u>
6. Student-level transcript information, including information on courses completed and grades earned	<u>NO</u>	<u>NO</u>	<u>NO</u>
7. Student-level college readiness test scores	<u>NO</u>	<u>NO</u>	<u>NO</u>
8. Student-level graduation and dropout data	<u>YES</u>	<u>YES</u>	<u>YES</u>
9. The ability to match student records between the PreK–12 and higher education systems	<u>NO</u>	<u>NO</u>	<u>NO</u>
10. A state data audit system assessing data quality, validity and reliability	<u>YES</u>	<u>YES</u>	<u>NO</u>

* This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.

+ This element was not addressed in 2003 or 2004.

Additional information on the *Data Quality Campaign* may be found at

<http://www.dataqualitycampaign.org> and www.teachingdata.org

In November 2005, the ADE Highly Qualified Professionals staff developed an Excel electronic template to collect refined HQT data from districts for teachers assigned to teach core academic content areas in grades 7-12 (2005-2006). The template was created by cross-referencing School District Employee Report data (SDER) with Certification data. Templates were emailed to each district. It was immediately apparent, that HQT data and SDER data submitted by districts to the ADE was inaccurate. Charter school teachers are not required to be certified nor are charter schools required to report data on the SDER.

Meetings held with School Finance and Information Technology discussed the creation of a data base to provide “honest/accurate” data to the USDE and the public. *The Arizona Model for Identifying Highly Qualified Teachers* was drafted. The purpose was to identify highly qualified teachers, out-of-field teachers and teachers on waivers to improve teacher quality and student achievement. This would be accomplished by collecting honest, accurate, and timely data from school districts and charter schools. The ADE, Highly Qualified Professionals staff, proposed a new, user-friendly system to collect/ longitudinally store data, and to analyze teacher qualifications/assignments aligned with NCLB core academic content areas. This document was submitted to ADE Information Technology, February 2006.

Coincidental to these activities, ADE’s new IT leadership had been conducting an intense analysis and discovery phase of the overall IT operation. They determined that several areas needed immediate attention, and ADE Administration supported their proposal to embark on a scheduled software moratorium during which complete IT concentration would be devoted to implementing policies, procedures, and practices that would ensure security and credibility of the information that ADE collects and produces. Among several areas of focus were robust security policies and procedures and standard software development practices. While no evidence was found that ADE data had ever been compromised, the overall IT operation was found to be typical of one that had grown too quickly with too little resources and too many urgent demands. As demand for IT services continued to grow, observance of standards became more crucial but less time was devoted to making that happen. In order to continue to protect ADE’s information assets and to secure our customers’ privacy, a complete moratorium was deemed to be essential. The new HQT project unfortunately fell during the moratorium timeframe, and had to be postponed.

ADE’s software moratorium was lifted as scheduled on July 1st, and after several weeks of follow-up analysis, regularly scheduled projects are beginning again. The new HQT project is being fast-tracked, and an interim solution based on another approved state’s model – but developed within ADE’s new policies, procedures, and practices – is underway.

See Attachment #12 Arizona Model for Identifying Highly Qualified Teachers.

In March 2006, the Highly Qualified Professionals’ staff at ADE attended the Title II meeting in Washington DC. USDE staff discussed the development of a State Equity Plan. To meet these requirements, staff within the Highly Qualified Professional Unit began focusing on the development of an Equity Data Report. The Equity Data Report template was emailed to 234 district schools and charter schools identified for Title I School Improvement. Data presented in this document represents responses from the schools identified for Title I School Improvement. Below is the timeline established by ADE to collect and analyze 2005-2006 data from all school districts and charter schools in Arizona.

Timeline for Equity Data Reports (2005-2006)

May 26, 2006 – Phase I

Two hundred and thirty-four Equity Data Reports, pre-populated with individual teacher data, were emailed to schools identified for Title I School Improvement. School and district personnel were asked to verify and correct data.

June 9, 2006

Equity Data Reports due to ADE from schools identified for Title I School Improvement.

July 7, 2006

ADE Equity Plan Phase I - data from Title I schools identified for school improvement - submitted to USDE. This report includes the following Comprehensive Teacher Quality Data elements:

1. Race/Ethnicity
2. Experience index
3. Special Coursework (Bilingual or ESL endorsement)
4. Number and percent of HQ teachers
 - a. Disaggregated data to indicate which option teachers used to become highly qualified:
 - i. Rigorous content exam (AEPA)
 - ii. Major or 24 hours in the content area
 - iii. HOUSSE rubric
5. Number and percent of classes taught by HQ teachers
6. Number and percent of classes taught by non-HQ teachers
7. Number and percent of teachers on Emergency Teaching Certificates (waivers)

August 1, 2006 – Phase II

Equity Data Reports, pre-populated with individual teacher data will be emailed to each school district that has one or more schools identified for Title I School Improvement. School and district personnel will be asked to verify and correct data

September 1, 2006

Equity Data Reports due to ADE from school districts with one or more schools in Title I School Improvement.

October 1, 2006

Equity Data Report Phase II - data from school districts that have one or more schools in Title I School Improvement – due to USDE. ADE data analysis will focus on HQT by school and school district including the Comprehensive Teacher Quality Data Elements identified in Phase I.

October 1, 2006 – Phase III

State-wide Equity Data Reports emailed to all remaining school districts and charter schools.

November 1, 2006

Equity Data Reports due to ADE from all remaining charter schools and districts within the State.

December 1, 2006

Equity Data Report Phase III - data from all remaining LEAs - due to USDE. ADE data analysis will focus on HQT by school and school district including the Comprehensive Teacher Quality Data Elements identified in Phase I.

March 1, 2007

HQT and Comprehensive Teacher Quality Data Elements submitted for the 2006-2007 school year for all LEAs.

Goal 2

Arizona will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers by focusing state-wide efforts on recruitment and retention of HQ teachers. Recruitment efforts will focus on partnerships with institutions of higher education, private organizations, and school districts to “Grow Your Own” and Alternative Paths to Certification. Retention efforts will focus on leadership, capacity building and empowerment of teachers and principals to facilitate change in their schools and school districts, and pay for performance.

During FY 2006 several public and private policy groups and foundations reviewed initiatives and made recommendations concerning the status of education in Arizona and the United States. These recommendations form the foundation for implementation of Goal 2.

- The Governor’s Committee for Teacher Quality and Support (TQS)
The Governor’s Committee for *Teacher Quality and Support (TQS)* was charged with developing recommendations to keep excellent teachers in the classroom. The 20 member committee consists of teachers, members of the business community, and representatives of public and private sector teaching colleges. Among its tasks, the committee will develop a teacher training delivery system to insure uniform access to high quality professional development; identify opportunities and obstacles in recruiting good students to be teachers; conduct a survey of Arizona’s teachers to find common working condition impediments; and identify pay gaps across counties and districts that differently reward the same level of experience.
Additional information on the Governor’s TQS may be found at <http://www.governor.state.az.us/tqs/>

- The Morrison Institute for Public Policy - Beat the Odds
Why Some Schools With Latino Children Beat the Odds and Others Don’t (March 2006) is a joint publication of the Morrison Institute for Public Policy, School of Public Affairs, College of Public Programs Arizona State University and the Center for the Future of Arizona. In their research, elements of success were identified. The elements of success are:
 - Disciplined Thought
 - Clear Bottom Line
 - Ongoing Assessment
 - Disciplined People
 - The Strong and Steady Principal
 - Collaborative Solutions
 - Disciplined Action
 - Stick with the Program
 - Built to Suit

According to the report, “The critical issue for the next ten years is the capacity of principals and teachers to meet the new expectations imposed upon them by state and federal standards.” Policy changes and strategic initiatives include:

- Leadership Institute for Principals that focus on leadership, learning, and linking people and resources;
- Major Talent Initiative for Teachers that includes opportunities for school leaders to attend leadership academies, programs that teach collaborative education processes with data analysis, and high-quality mentoring for new teachers;
- Analyze This - Public and private effort to help schools obtain the necessary technological system and the skills to use these systems to produce and analyze student data;
- Disseminate “Best Practices” and “What Works” as widely as possible;
- Drive authority downward to the principal;
- Reward collaboration; and
- Be patient.

Additional information on *Beat the Odds* may be found at <http://www.asu.edu/copp/morrison/latinoed.htm>

- The Education Trust - Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality
Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality is a report with recommendations by The Education Trust. The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, The Education Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve.

The Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality is significant to Arizona because 154,000 ELL students attend Arizona schools and the statewide poverty rate is 20.02% based on Title I census data. The following immediate steps were recommended in this report:

- Overhaul hiring practices for teachers
- Pay effective teachers more in high-need schools
- Balance the challenge (reduce student loads, increase collaboration time, and provide time for coaching and induction)
- Give teacher’s a “break” (fully paid sabbaticals)
- Rethink tenure
- Place the best principals in the schools that need them the most
- Ban unfair budgeting practices

- Improve the supply of teachers in critical areas

Additional information on *Teacher Inequality* may be found at <http://www2.edtrust.org/edtrust>

- The Rodel Foundation - Lead with Five

The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.'s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation. *Lead with Five* is a strategic plan developed by Arizona business, community, and education leaders. The plan was commissioned by the Rodel Foundation to identify research-based school reforms proven to make a significant difference in student achievement. Five research-based options for wise investments in education were identified:

1. Full-day kindergarten for all students
2. Teachers prepared and recognized for high performance
 - a. Pipeline of trained teachers
 - b. School-based coaching and mentoring
 - c. Performance Pay
3. Smaller school sizes or "schools within schools"
4. Smaller class sizes in lower elementary grades, primarily in K-3
5. Structured tutoring for struggling students

Additional information on *Lead with Five* may be found at www.rodelfoundationaz.org

- P-20 Council

The *P-20 Council* was created by an Arizona Executive Order July 8, 2005. The P-20 Council consists of members that represent education and workplace communities. The Governor chairs the council and appoints all members. The primary goal of the P-20 council is to improve education in Arizona, as well as, to ensure more students graduate from high school, succeed in college, and are ready for the modern workforce. The P-20 Council will work to achieve this goal by:

- Striving to align high school, college, and work expectations to meet industry-specific skill sets in high-growth, well-paying occupations that will bring economic prosperity and industrial diversity to Arizona;
- Helping students at all levels meet higher standards and prepare for formal education and workforce training beyond high school;
- Strengthening high school and postsecondary accountability systems to better prepare students for college and increase enrollment and completion rates;

- Improving middle school and elementary school standards to ensure high school preparedness for math and science; and
- Ensuring clear pathways for all students to obtain college degrees, regardless of point of entry.

Additional information on the P-20 Council may be found at <http://www.governor.state.az.us/P20/>

- Quality Teacher Preparation Program PreK-12

The Teacher Education Partnership Commission (TEPC) is a group of 40 education and business leaders representing community colleges, universities, PreK-12 educators, the ADE, and business interests. The Commission reviewed research, discussed, and identified the components of a quality teacher preparation program.

- Careful recruitment and selection of candidates for teacher preparation.
- Well developed professional and developmentally appropriate pedagogical knowledge
- Thorough knowledge of subject matter
- Meaningful and extensive field experiences and clinical practice
- Mentoring and induction programs in the first years of teaching
- Integrated use of modern technologies
- Sufficient program resources and qualified faculty
- Program accountability and evaluation

All teacher preparation programs, regardless of their format and structure, whether they are provided by teacher preparation institutions in a traditional or modified four or five year program, a masters degree program or an alternative route, should adhere to the same high standards of preparation and development, should be subject to quality control and accountability, and should lead to completion of a respected and well understood state licensure program that ensures teachers who earn the license are qualified to be in a classroom.

Teacher preparation programs need to build partnerships and collaborate with our PreK-12 systems, community colleges, universities, private colleges, childcare and pre-kindergarten facilities, and other government entities, in order to prepare the best teachers possible. Institutions that prepare teachers should build, review, and revise their programs to assure that prospective teachers leave preparation programs with the dispositions, skills, knowledge and experiences necessary to be successful in our schools. Additional information on the Quality Teacher Preparation Programs: PreK-12 may be found at

<http://www.teacherpartner.com/PDF's/QualityTeacher.pdf>

Arizona State Board's Professional Preparation Program approval process aligns with the eight components identified by TEPC. The revised State Board approval process was adopted by the Arizona State Board of Education, February 28, 2005. Board minutes may be found at <http://www.ade.az.gov/stateboard/minutes/02-28-05.doc>

Ingersoll, Richard M. &Curran, Bridget K. (July 2004). *Out-of-Field Teaching: The Great Obstacle to Meeting the "Highly Qualified" Teacher Challenge*. NGA Center for Best Practices.

<http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbbeb501010a0/?vgnnextoid=b9a5303cb0b32010VgnVCM1000001a01010aRCRD>

According to Richard Ingersoll and Bridget Curran, governors should address the gaps between the HQ teacher requirements and the qualifications of their teachers by considering the following initiatives:

- creating and streamlining state data systems to include relevant data on teacher qualifications and assignments and requiring schools and districts to report critical data, including data on out-of-field teaching;
- developing strategies for recruiting and retaining effect teachers in areas where they are needed most;
- prohibiting out-of-field teaching for new teachers;
- offering incentives for schools and districts to eliminate out-of-filed teaching and imposing consequences for those that do not;
- helping hard to staff schools improve retention rates;
- encouraging districts and schools to rethink how staffing decisions are made and use creative solutions;
- offering scholarships or loan forgiveness;
- establishing or expanding mentoring and induction programs to help out-of-filed teachers work toward competency in additional fields by using expert veteran teachers in those fields;
- fostering partnerships among institutions of higher education, school districts, and state leaders for developing new strategies and solutions; and
- tapping federal resources, such as those offered in NCLB to fund these initiatives.

Goal 2.1

Recruitment Strategy (Partnerships with institutions of higher education, private organizations and LEAs)

The following research supports teacher recruitment strategies that encourage “Grow Your Own”

The Draw of Home: How Teacher’s Preferences for Proximity Disadvantage Urban Schools

Donald Boyd, Hamilton Lankford, Susanna Loeb, and James Wyckoff

Journal of Policy Analysis and Management, Vol.24, No. 1, 2005.

Results from this study indicated:

- 61% of teachers first teach in schools located within 15 miles of their hometown
- 85% of teachers get their first teaching job within 40 miles of their hometown
- 34% of new teachers get their first job in the same school district in which they attended high school

Implications from this study include:

- Importance of broadening the pool of teachers in areas that do not traditionally produce many college graduates
- Develop “alternative route” programs
- Create scholarships for young people from urban areas that are interested in teaching
- Improve educational achievement of children in the community by encouraging them to finish high school, go to college, and return to their roots as teachers.

The Arizona initiatives listed below align with the implications outlined:

Arizona Teacher’s Excellence Plan (AzTEP)

In October 2003, the Governor’s Office in partnership with AE was awarded a three-year, \$8 million Title II Teacher Quality Enhancement Grant to address recruitment and retention of teachers on Indian Reservations and former federal Enterprise Communities in Arizona. AzTEP encourages a “grow your own” approach to expanding the pool of highly qualified teachers. AzTEP provides scholarship funds to schools to recruit Native American teachers by focusing on existing school paraprofessionals and Native American students currently enrolled in teacher preparation programs. To increase retention of Native American teachers, a formal mentoring program is a required program element. Mentoring is provided through a contract with the University of California at Santa Cruz, New Teacher Center, a nationally recognized mentoring program. All AzTEP

schools are required to participate in PDLA and ASSET. The “Arizona Working Conditions Survey” was funded by AzTEP.

Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET Program)

The PDS TENET Program is a “professional development school” model of teacher preparation. This district-based program is a cohort of 20 PDS TENET candidates. The candidates learn educational strategies, pedagogy, and a variety of essential classroom skills in partner elementary school districts. Candidates are supervised by multiple certified teachers during the 10 month teacher preparation program. The partnering districts represent “high need” urban and Native American districts.

Pinal County Post Baccalaureate Program

The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. A rural county sandwiched between the major metropolitan areas of Phoenix and Tucson, Pinal County is experiencing a growth in population that has intensified the scarcity. The program was developed in collaboration with the Arizona Department of Education, the Mexican Consul General’s office and school districts in Pinal County in order to recruit, train, and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms.

CTE Education Professions Program

The Education Professions program is designed to prepare high students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to align with the Introduction to Education courses at the community college. In addition to technical skills, students completing this program will develop critical thinking skills, advanced academic skills; develop civic responsibility, understanding of education as a consumer, employability and leadership. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning and the student organization, Future Educators of America (FEA).

See Attachment # 10 CTE Education Professions Program

Associate of Arts in Elementary Education

Arizona Board of Regents’ universities and community colleges have collaborated on the development and implementation of a program that leads to an Associate of Arts in Elementary Education degree (AAEE). The degree, which is awarded by the community college, allows the student to transition using this seamless pathway to one of the Regents’ university elementary education or special education programs at

Arizona State University (all campuses), Northern Arizona University, and the University of Arizona, if the student meets other admission requirements.

Rodel Exemplary Teachers

The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.'s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation.

The Rodel Teacher Initiative seeks to:

- Recognize and reward teachers who are achieving extraordinary student success in high poverty schools.
- Use Rodel Exemplary Teachers as models of what can be achieved in high-poverty schools.
- Make teaching in high-poverty schools an attractive and rewarding career option.
- Increase the number of excellent teachers in high-poverty areas.

The Rodel Exemplary Teacher Initiative identifies teachers with a track record of extraordinary student achievement in high-poverty schools. Rodel honors these teachers with a \$10,000 stipend and pairs them with the most promising student teachers. These Rodel Exemplary Teachers commit to supervise and mentor six Rodel Promising Student Teachers over the next three years. Rodel Promising Student Teachers who teach in high-need school districts for three years also receive a \$10,000 stipend. To date, 27 teachers have been honored as Rodel Exemplary Teachers. Additional information on *Rodel Exemplary Teachers* may be found at www.rodelfoundationaz.org

Transition to Teaching Grant (Title II-C)

Transitions to Teaching funds were used to create an Alternative Path to Certification.

- The Alternative Secondary Path to Certification (ASPC) for grades 9-12 is a two-year alternative path to certification program authorized by the Arizona State Board of Education. This pathway has partnerships with four institutions of higher education, sixteen school districts and one charter school. The National Center for Teacher Quality recently recognized Arizona's ASPC program as an exemplary program. Additional information on the *Alternative Secondary Path to Certification* may be found at <http://www.ade.az.gov/asd/atpath/>
- Teacher Preparation Program Intern Teaching Certificate (TPP) is a State-Board approved teacher preparation program that allows candidates to participate in contracted student teaching. The TTP is a two year program designed for elementary, middle grades, and special education candidates. This pathway has partnerships with five institutions of higher education and numerous LEAs and charter schools. Based on preliminary enrollment

numbers, ADE anticipates that approximately 200 candidates will participate in the TPP for special education during the 2006-2007 school year.

- With funds from the Transition for Teaching Grant, the Arizona Department of Education partnered with the Arizona Rural Schools Association (ARSA) to create a recruitment video.

The video may be viewed at

<http://www.ade.az.gov/asd/altpath/>

Additional information on *Arizona Rural Schools Association* may be found at

<http://www.ade.state.az.us/ruralaz/>

Troops to Teachers (Title II-C)

The State Troops to Teachers office operates under a “Memorandum of Understanding” (MOU) between Arizona and the Department of Defense. This relationship has existed since the Troops to Teachers program began in 1994. The State averages 40 new hires per school year. Arizona Troops to Teachers have collected over \$1.1 million in financial assistance in the form of stipends and bonuses.

- Western States Certification Consortium (WSCC)

The Western States Certification Consortium (WSCC) for Troops to Teachers is a two-year demonstration project funded by the United States Department of Education, Office of Innovation and Improvement (USDE/OII). The initiative is administered by the leadership team in collaboration with the American Council for Education (ACE), western states’ certification offices, Troops to Teachers managers, teacher education programs, and transition to teaching projects. The Western States Certification Consortium (WSCC) for Troops to Teachers is a two-year demonstration project funded by the United States Department of Education, Office of Innovation and Improvement (USDE/OII). The initiative is administered by the leadership team in collaboration with the American Council for Education (ACE), western states’ certification offices, Troops to Teachers managers, teacher education programs, and transition to teaching projects.

Additional information on the *Western States Consortium* may be found at <http://www.pathway2teach.org/>

- ADE is currently working with Rio Salado Community College to develop an Alternative Path to Certification program for military candidates, entitled Teacher Assessment Pathway (TAP).
- ADE has created a Memorandum of Understanding (MOU) with National Evaluation Systems (NES) and Rio Salado to offer the Arizona Educator Proficiency Exams (AEPA) at Defense Activity for Non-Traditional

Education Support (DANTES) sites for military candidates, spouses and children.

Teach for America

Teach for America is the national corps of outstanding recent college graduates who commit to teach at least two years in urban and rural public schools in the nation's lowest-income communities and become lifelong leaders for expanding educational opportunity. Since 1990, more than 14,000 exceptional individuals have joined Teach For America, including over 3,700 corps members currently teaching over 12,000 Teach For America alumni, the vast majority of whom are still working in education or on related issues in low-income communities.

Teach for America opened the Phoenix region in 1994 with a corps of fewer than 50 teachers. Twelve years later, over 170 Teach For America teachers in Arizona will enter classrooms this fall, each with the goal of advancing their students at least 1.5 grade levels in one academic year.

Senate Bill 1184 allocated \$2 million to expand the number of Teach for America corps members in Arizona to 400 per year from the current 100 corps members.

AZTEP/NAU AEPA™ Summer Academy

The purpose of the AzTEP/NAU AEPA™ Summer Academy is to provide enhanced test preparation resources and services designed to target current teachers in AzTEP Program Schools through the creation of curricular materials, including practice tests, for AEPA™ subject knowledge tests; intense tutoring and support by content area faculty; and sustainable resources for future use. This project will be coordinated through the NAU College of Education's Assessment Preparation for Professional Educators Lab (A.P.P.E.L.). A.P.P.E.L. is currently providing professional knowledge resources to NAU students, alumni, and teacher candidates in the state of Arizona seeking help in preparing for the AEPA™. The curricular resources created for this Academy will remain available through A.P.P.E.L.'s existing online course. Seventeen candidates attended the June academy.

Goal 2.2

Retention of Teachers

Berry, B., & King, T. (2005, May). *Recruiting and Retaining National Board Certified Teachers for Hard-to-Staff, Low Performing Schools: Silver bullets or Smart Solutions.*

The Southeast Center for Teaching Quality.

<http://www.teachingquality.org/pdfs/RecruitRetainHTSS.pdf>

National Board for Professional Teaching Standards Subsidy and Support Program

ADE supports teachers who are seeking National Board Certification. ADE is the fiscal agent of the NBPTS subsidy money that is allocated to Arizona each year to provide funding to all teachers within the state. Awards are made through a competitive application process. ADE, in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University provides support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having NBCT in their schools. ADE is in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University to provide support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having National Board Certified Teachers in their schools. Additional information on the National Board for professional Teaching Standards Subsidy and Support program may be found at <http://www.ade.az.gov/asd/NBCert>

Targeted High Need Initiative (THNI) Grant

The National Board for Professional Teaching Standards' Targeted High Need Initiative (THNI) is designed to increase the number of National Board Certified Teachers[®] (NBCT) in high-poverty urban and rural schools. The initial focus of the THNI project in Arizona is teachers of grades 4-6 in inner city schools in the City of Phoenix. There are thirteen elementary school districts that serve the City of Phoenix and feed into Phoenix Union High School. These districts have nearly 100% of their students qualifying as economically disadvantaged and have a considerable number of English Language Learners. The narrow focus of the chosen certificate area is twofold. First, there is evidence that student achievement significantly declines over time as students' transition out of the primary grades and into middle grades. Secondly, like many of their students, teachers in high needs areas require support that is non-traditional and more intense than what is currently being offered to candidates in Arizona. The goal for the 2006-07 cycle would be to have a cohort of 20-25 teachers from this targeted area working on the Middle Childhood Generalist Certification. The success of this group will establish a base of NBCTs to provide support for others in their districts to go through National Board Certification. This

base would also serve as mentors for teachers who will be required to take the Arizona Performance Assessment (Take One), a new requirement for conversion of a provisional teaching certificate to a standard teaching certificate beginning September 1, 2006.

National Board Certification for state-funded all-day kindergarten schools

This grant funds 100 teachers working in state-funded all-day kindergarten schools to pursue National Board Certification. The Arizona K-12 Center will pay the \$2,500 candidate application fee from the grant. The candidate will be required to pay the \$65 National Board processing fee. All state-funded all-day kindergarten classes are in “high need” schools.

Goal 2.3

Leadership, capacity building and empowerment of teachers and principals to facilitate change in their schools and school districts.

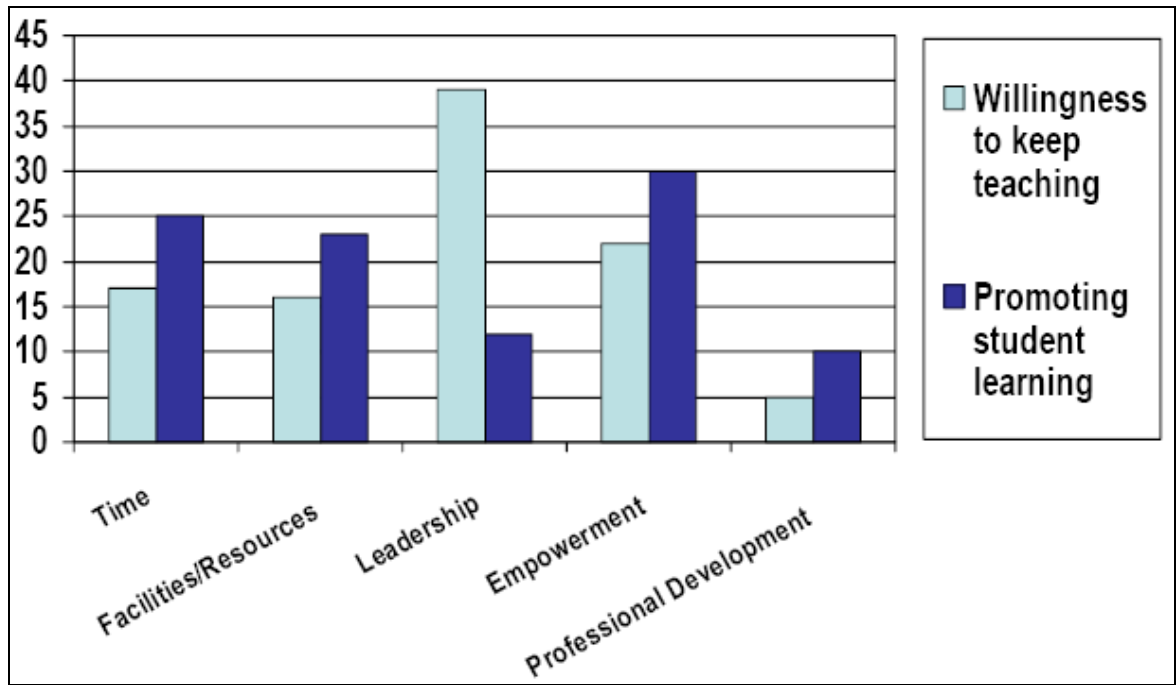
Arizona Teacher Working Conditions Survey

The Center for Teaching Quality (CTQ) is a national resource for policymakers and practitioners who want to use new ideas and tools to solve America's teaching quality and supply problems. As a research-based advocacy organization founded by Barnett Berry in 1999, CTQ focuses primarily on (1) the conditions of teaching that will allow teachers to help students learn, (2) leadership opportunities for America's best teachers to improve teaching and learning policies, and (3) new ways to engage the public in teaching quality and student achievement issues that are critical to the success of America's public schools and its democratic way of life.

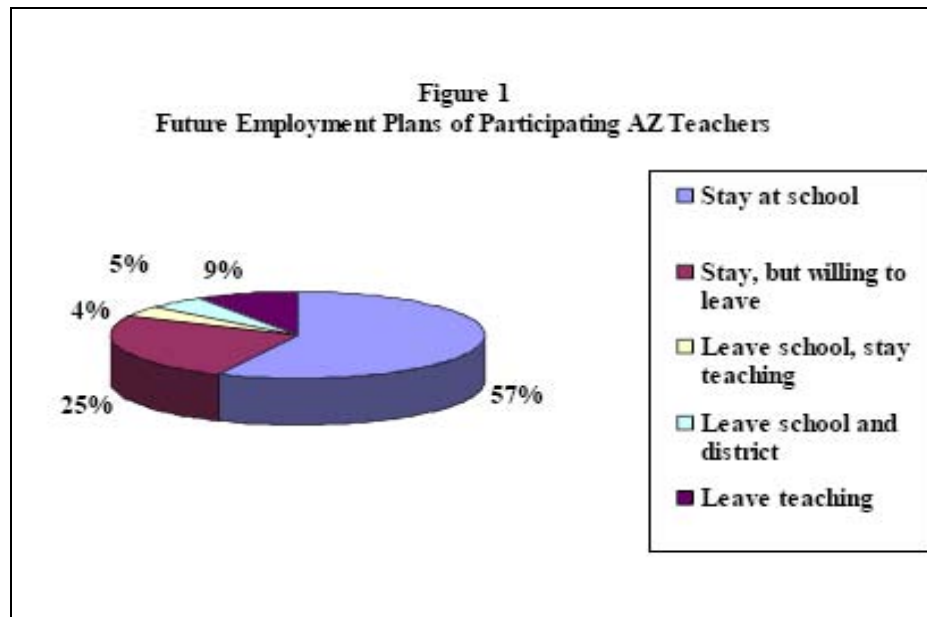
The Center for Teaching Quality (CTQ) conducted a pilot survey on working conditions, March 13-31, 2006, in seventeen Arizona school districts and two Arizona charter schools. More than 7,000 licensed educators participated in the pilot with a 70% response rate in districts and schools. This survey results will assist in improving the logistical planning needed to survey every Arizona educator in 2007 and give the State and participating districts the baseline data to track improvements. This survey provides teachers and administrators with information about the status of working conditions in their schools and helps guide school, district, and state policy decision-making.

See Attachment #7 Arizona Teacher Working Conditions Survey

Preliminary results from the Arizona survey were shared with school and district administrators on May 15, 2006. Results show that the most important factors for Arizona teachers choosing to stay or leave is the competence of the building leader, teacher empowerment, time, and facilities/resources. According to Arizona teachers, the most important factors affecting student achievement are: teacher empowerment, time, facilities/resources, and leadership.



Results indicate that 9% of the educators’ surveyed will leave teaching at the end of this school year; 5% will leave their school and district by the end of this school year (see figure1).



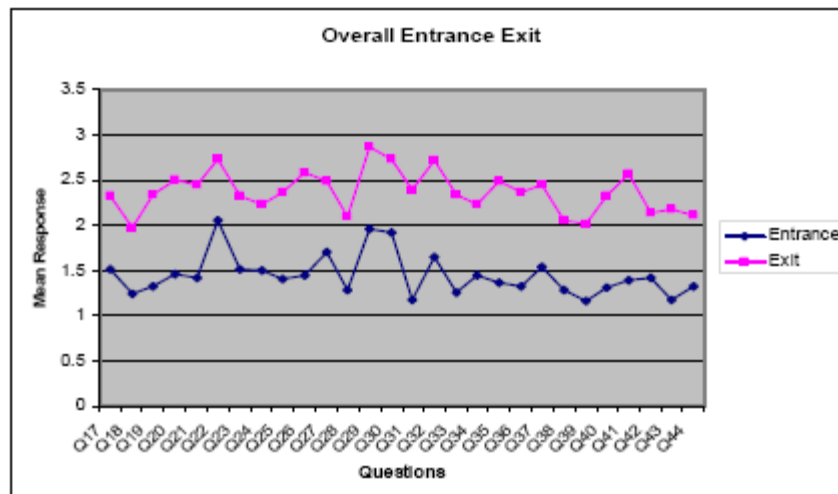
Additional information on the Working Conditions survey may be found at www.aztwc.org/reports

Additional research on Working Conditions from The Center for Teacher Quality may be found at <http://www.teachingquality.org>

Executive Summary Focusing on Arizona Education Leadership: Recruiting, Rewarding, and Retaining High Quality PreK-12 Leaders

The Bureau of Educational Research and Services (BERS) at Arizona State University presented an *Executive Summary Focusing on Arizona Education Leadership: Recruiting, Rewarding, and Retaining High Quality Pre K-12 Leaders* June 21, 2005. BERS conducted four regional focus groups in March 2005. An entrance survey instrument was adapted from the Superintendents' Professional Expectation and Advancement Review instrument used in an American Association of School Administrators Study of Superintendents conducted in 2000. Focus group participants were asked to rate the importance of 28 leadership skills or characteristic traits taken from a wide review of educational literature. A whole-group discussion on the issues facing educational leaders and ideal leadership characteristics was facilitated and scripted. The whole group was then re-arranged into small (5-6 participants) dialogue groups to discuss and capture in written notes "what's working/what's not working" in four topical areas: recruitment, rewards/incentives, retention, and preparation. An exit survey asked respondents to rate the perceived level of expertise/quality performance of leaders in their region on these same 28 items. Items #17 - #44 on the entrance survey were matched to items #1 - #28 on the exit survey. The items were classified by topic: Leadership, Communication, Management, Teaching and Learning, Change, Community/Culture, Politics, Problem Solving, Staff Development, and Character Traits. The Kruskal-Wallis test indicated that all responses were significantly different at the confidence level between entrance and exit surveys.

The *Executive Summary* may be found at <http://bers.asu.edu/azleads/Executive%20Summary.pdf>



State Action for Education Leadership Project II (SAELP II)-Wallace Grant

The Wallace Leadership Grant focuses on creating a comprehensive, statewide infrastructure for education leadership development. This infrastructure will encompass the continuum from recruitment and preparation through continuous improvement and expert practice. This grant will coordinate statewide efforts into a coherent, well-articulated system for educational leadership. The work proposed under the Wallace Grant aligns and enhances existing state and local programs and institutionalizes a leadership development structure. This system is built upon three innovative ideas. The first is the commitment to institutionalize leadership development. The second is implementing incentives for accomplished leaders. Finally and fundamentally, the system must link leadership learning to student learning.

Bloom, G., Castagna, C., Moir E., Warren, B (2005). **BLENDED COACHING: SKILLS AND STRATEGIES TO SUPPORT PRINCIPAL DEVELOPMENT.** Thousand Oaks, CA: 2005, Corwin Press.

Marzano R., Waters, T., McNulty, B. (2005). **SCHOOL LEADERSHIP THAT WORKS: FROM RESEARCH TO RESULTS.** Alexandria, VA: Association for Supervision and Curriculum Development.

Additional information on the Wallace Leadership Grant can be found at <http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.htm>

Additional information on the Arizona State Action for Education Leadership Grant can be found at www.wallacefoundation.org

See Attachment # 13 State Action for Education Leadership Project II (SAELP II)

Arizona Leadership Development Program

The Arizona Leadership Development Program is a component of the Wallace Grant. The mission of the Arizona Leadership Development Program is to promote high quality leadership in all schools by engaging administrators in an effective and sustained program of training and support. The steering committee identified seven principles to guide their work as they developed a system of on-going training for school leaders in Arizona. These principles were:

1. Developing and applying the skills of effective leadership is an on-going process.
2. Leading second order change is a radical shift from the norm but essential.
3. School reform requires leadership that is willing and able to take action.
4. High Expectations for teaching and learning are essential for school reform.
5. Leaders need support, time and assistance.
6. Leaders who lead reform demonstrate passion and commitment to the job.
7. On-going training for school leaders builds capacity with the focus on results and sustainability.

The steering committee identified five components necessary for implementing and sustaining the program:

1. Provide a system of training for Arizona school leaders.
2. Provide Arizona schools with leaders who are passionate and will take action to bring about reform.
3. Provide training that is respected for its relevancy, timeliness, and motivational capacity.
4. Develop a cadre of “turnaround” personnel for placement in schools failing to meet
5. Continuously improve the program based on evaluation data.

Professional Development Leadership Academy (PDLA)

The purpose of the Professional Development Leadership Academy (PDLA) is to develop the leadership capacity of teams. Teams design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and enhance student learning. PDLA is dedicated to building the capacity of schools and LEA’s. PDLA represents a “grow where you are planted” approach to building a critical mass of qualified, experienced teachers who are willing to work in hard-to-staff schools. In this 3-year curriculum, teams of educators from the same school, district or county learn together how to design, implement and evaluate a high quality, effective PD plan focused on improving schools and systems and raising student achievement. This rigorous improvement program uses the National Staff Development Council’s Standards for Staff Development as foundational principles. Each year of the training series consists of four, 2-day sessions and a 3-day Summit in June which serves as a culminating event for the year’s work. **Year 1** focuses on PD program design basics including planning, data driven decision making, the NSDC staff development standards, and PD models. **Year 2** focuses on implementation of the plans and establishing systems of accountability and evaluation. In **Year 3** the teams continue to advance their learning about systemic change and focus on leading continuous improvement efforts. AzTEP schools are required to participate in PDLA.

Garet, M. S., Birman, B. F., Porter, A. C., Desimone, L., Herman, R., & Yoon, K. S. (1999). *Designing effective professional development: Lessons from the Eisenhower program*.

Washington, DC: U.S. Department of Education.

Arizona Master Teacher

The Arizona Master Teacher program is a three year pilot restricted to AzTEP and state-funded all-day kindergarten schools. The Master Teacher Mentor program is designed to recognize an individual for excellence in the classroom including the ability to:

- Improve student achievement;
- Coach novice teachers in high need schools;
- Communicate effectively with the community.

The Arizona Legislature appropriated \$1 million dollars for the Master Teacher Mentoring Program. Research abstracts and briefs on the effects of mentoring and induction on teacher retention may be found at http://www.newteachercenter.org/research_abstracts.php

Goal 2.4
Pay for Performance

Arizona is a state that provides “Pay for Performance” opportunities. ADE will provide technical assistance to assist school districts in developing a plan to increase the number of HQ teachers in high need schools. Each district’s plan will include financial incentives to teachers. A newly created Performance Based Pay Compensation System Task Force will be used to monitor, evaluate, and provide feedback to districts on their individual “Pay for Performance” plans.

Career Ladder

The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts state-wide that choose to make career advancements without leaving the classroom or the profession. The participating districts are required to comply with requirements established in A.R.S. §15-918. While Arizona requires that a number of basic elements be included in the local plan, each district may develop specific details that meet its unique needs. Through ongoing evaluation, districts continue to refine the required elements. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district’s plan. The Arizona State Board of Education provides final plan approval. ADE staff provides technical assistance to district personnel in the administration of their programs.

State Statues Guiding the Program

Incentive Programs

<u>15-918</u>	Career ladder programs; definitions
<u>15-918.01</u>	State career ladder advisory committee
<u>15-918.02</u>	Career ladder program; requirements; optional component
<u>15-918.03</u>	Career ladder programs; implementation phases
<u>15-918.04</u>	Career ladder programs
<u>15-918.05</u>	Career ladder programs; determination of equalization assistance payments from county and state monies
<u>15-919</u>	Optional performance incentive program; definition
<u>15-919.02</u>	Optional performance incentives program; requirements
<u>15-919.03</u>	Optional performance incentives programs; implementation phases
<u>15-919.04</u>	Optional performance incentives program; funding; limitation
<u>15-919.05</u>	Optional performance incentive programs; determination of equalization assistance payments from county and state monies
<u>15-919.06</u>	Optional performance incentive programs; unexpended and unencumbered monies; portion non-lapsing
<u>15-920</u>	Performance pay; budget balance carry forward; definitions
<u>15-920.01</u>	Arizona performance based compensation system task force; members; evaluation; reporting

Classroom Site Fund

The Classroom Site Fund was created to reward teachers and support schools on the basis of performance and need per A.R.S. §15-977. A portion of the money must be spent for base salary increases and a portion must be allocated for one or more of the following: class size reduction, teacher compensation increases, AIMS intervention, teacher development, dropout prevention, and/or teacher liability insurance premiums.

Teacher Incentive Fund Grant (TIF)

The purpose of the Teacher Incentive Fund Grant (TIF) is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools. Arizona is applying for this grant as an opportunity to strengthen the existing pay for performance programs. The focus of the application will be on building strong principal and teacher leadership within the school, resulting in increased student achievement.

Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Protocols have been developed by ADE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible.

- **District Protocol**

LEA FY 07 applications for Title I-A (if eligible) and Title II-A grants must include evidence of financial support for teachers who have not met the HQT requirements. Applications and amendments will not be approved if there are teachers identified as non HQ without appropriate justification. Additional information on the 2007 NCLB Fiscal Applications may be found at <http://www.ade.az.gov/gme/FundingProfileView/FundingProfileFiles.asp?ID=316>

- LEA will complete and submit a Plan for Highly Qualified Teachers and Plan for Highly Qualified Teachers Summary Report to ADE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned ADE Education Program Specialist. Failure by the LEA to meet established deadlines for HQT reporting will result in an interruption of federal funds.
See Attachment # 1 LEA Plan for Highly Qualified Teachers and Attachment # 2 LEA Plan for Highly Qualified Teachers Summary Report
- LEA Plan for Highly Qualified Teachers will align with the NCLB Final Consolidated Plan
- LEA Plan for Highly Qualified Teachers will align, as appropriate, to the Arizona School Improvement Plan/Schoolwide Plan to ensure completion of HQT requirements by the end 2006-07 school year, and to support non-HQ teachers to become HQ

- LEA will provide evidence of HQT to ADE on-site program monitors
See Attachment # 3 Highly Qualified Teacher Monitoring Protocol
 - Verification of compliance will occur as part of the regular program monitoring as required for each of the following Divisions within ADE:
 - Exceptional Student Services (Special Education)
 - Academic Achievement (NCLB)
 - School Effectiveness (Title I School/District Improvement)
- Additional monitoring by ADE specialists will occur when significant concerns arise over inaccurate HQT data
- LEAs will be required to complete a Compliance Activities Plan to address HQT deficiencies. The Compliance Activities Plan will be monitored by the ADE HQ Review Team. Failure by the LEA to meet established deadlines for the Compliance Activities Plan will result in an interruption of federal funds.
See Attachment # 4 Compliance Activities Worksheet

School Protocol

- School Principals are required to submit to ADE, a data summary of non-HQ teachers which includes grade/content area, action items, review dates, and support provided by the school/district
See Attachment # 5 Highly Qualified Teacher School Summary Report
- School Principals will assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans (for the 2006-07 school year)
- School Principals are required to align their Arizona School Improvement Plan/Schoolwide Plan activities with the HQT requirements to ensure all teachers are HQ by the end 2006-07 school year.

Teacher Protocol

- Each non-HQ teacher must complete and submit an Individual HQT Plan to the building principal providing the timeline to become HQ (during the 2006-07 school year)
See Attachment # 6 Individual HQT Plan
- Each Individual HQT Plan must be completed and submitted to the building principal within four weeks of employment

- **ADE Cross Unit Communication**

ADE has developed a Cross-Unit Communication team in which concerns regarding schools and districts will be addressed and ADE staff will provide coordinated technical assistance and/or sanctions.

See Attachment # 11 ADE Cross Unit Communication

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Schools Identified for Title I School Improvement	14480	12406	2075	12292	10534	1758	0.848895028	0.849105272	0.847228916	216

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

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Elementary School Classes - Grades K-8	2743	2399	344	1887	1693	194	0.68793292	0.705710713	0.563953488	118
Demonstrated Content Knowledge by AEPA				1340	1175	165				
Demonstrated Content Knowledge by HOUSSE				547	518	29				

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Elementary School Visual Arts/Music Classes - Grades K-8	886	799	87	794	719	75	0.896162528	0.899874844	0.862068966	118
Demonstrated Content Knowledge by AEPA				366	327	39				
Demonstrated Content Knowledge by HOUSSE				110	110	0				
Demonstrated Content Knowledge by Major/24 hours				312	276	36				
Demonstrated Content Knowledge by NBCT				6	6	0				

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Elementary School SPED Classes - Grades K-8	1669	1576	93	1048	987	61	0.627920911	0.626269036	0.655913978	118
Demonstrated Content Knowledge by AEPA				606	546	60				
Demonstrated Content Knowledge by HOUSSE				128	128	0				

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Middle School Classes - Grades 7-8	5143	4828	315	4570	4314	256	0.888586428	0.893537697	0.812698413	53
Demonstrated Content Knowledge by AEPA				1768	1638	130				
Demonstrated Content Knowledge by HOUSSE				822	799	23				
Demonstrated Content Knowledge by Major/24 hours				1976	1873	103				
Demonstrated Content Knowledge by NBCT				4	4	0				

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(234 Schools)

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Middle School SPED Classes - Grades 7-8	712	671	41	624	583	41	0.876404494	0.868852459	1	53
Demonstrated Content Knowledge by AEPA				228	207	21				
Demonstrated Content Knowledge by HOUSSE				97	97	0				
Demonstrated Content Knowledge by Major/24 hours				118	108	10				
Demonstrated Content Knowledge by NBCT				0	0	0				

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

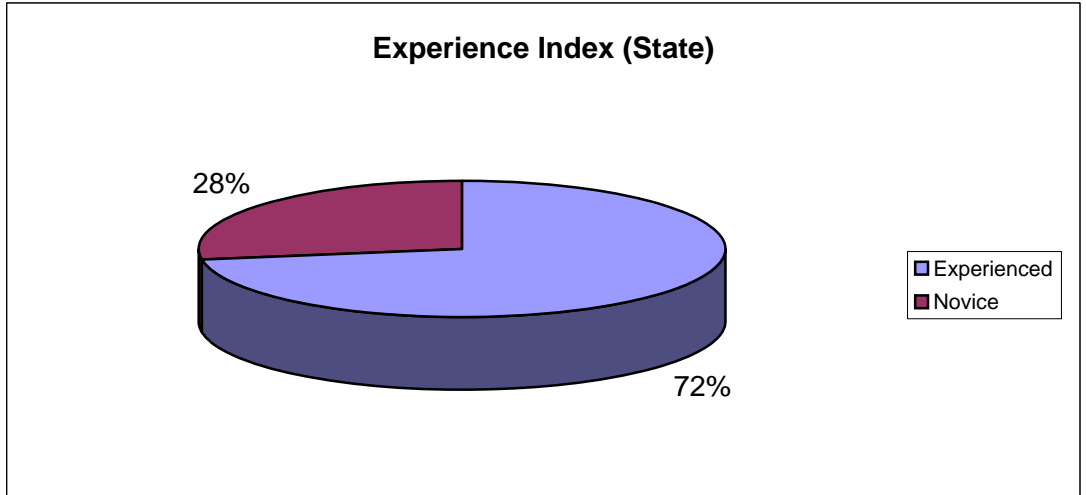
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Secondary Classes - Grades 9-12	3094	1954	1140	2754	1690	1064	0.89010989	0.864892528	0.933333333	45
Demonstrated Content Knowledge by AEPA				1458	925	533				
Demonstrated Content Knowledge by HOUSSE				195	138	57				
Demonstrated Content Knowledge by Major/24 hours				1101	627	474				
Demonstrated Content Knowledge by NBCT				0	0	0				

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

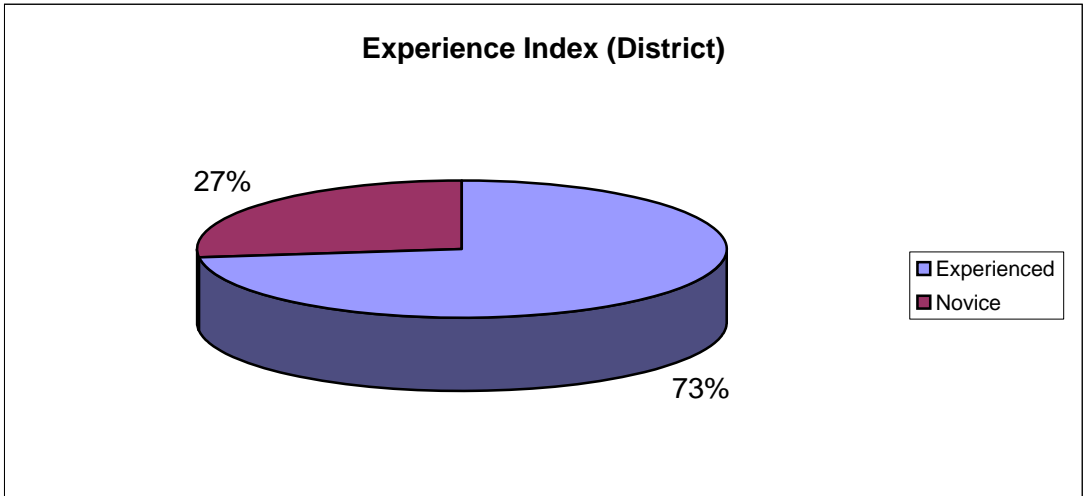
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Secondary SPED Classes - Grades 9-12	233	178	55	201	151	50	0.862660944	0.848314607	0.909090909	45
Demonstrated Content Knowledge by AEPA				85	61	24				
Demonstrated Content Knowledge by HOUSSE				20	20	0				
Demonstrated Content Knowledge by Major/24 hours				82	65	17				
Demonstrated Content Knowledge by NBCT										

Comprehensive Teacher Quality Data Elements - Experience Index

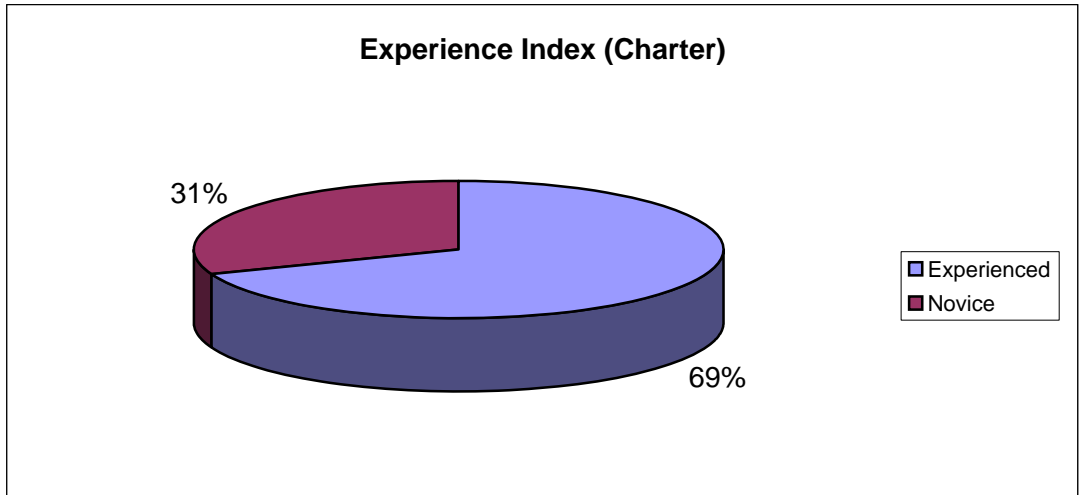
STATE	
Experienced	3519
Novice	1340



DISTRICT	
Experienced	3039
Novice	1125

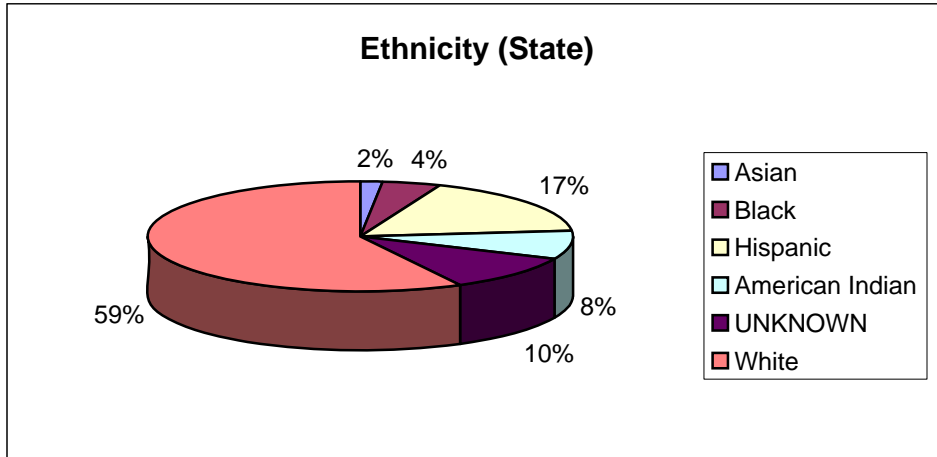


CHARTER	
Experienced	480
Novice	215

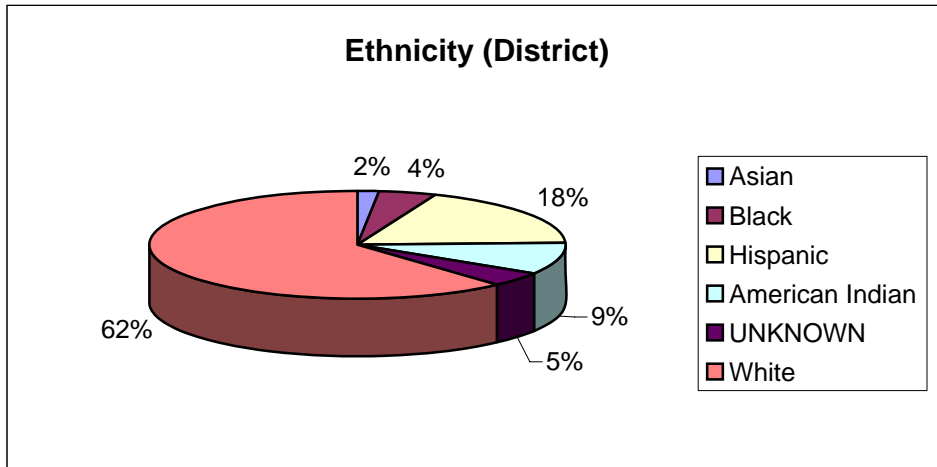


Comprehensive Teacher Quality Data Elements - Ethnicity

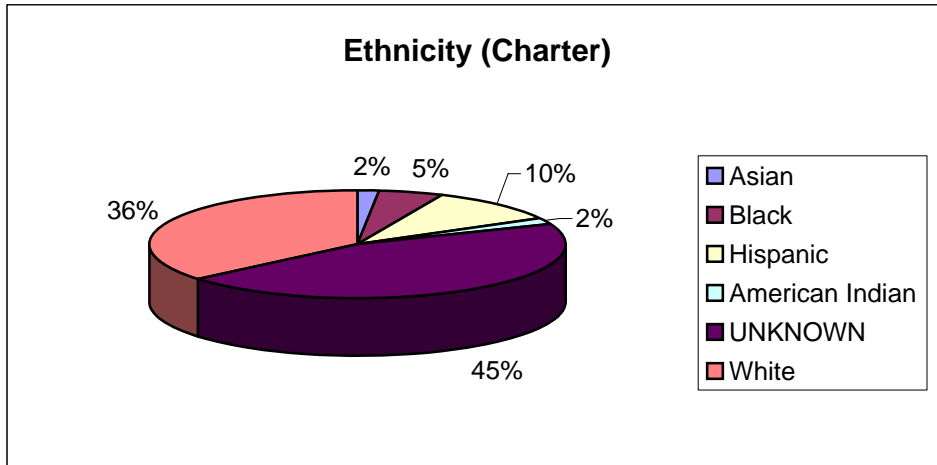
STATE	
Asian	84
Black	217
Hispanic	838
American Indian	399
UNKNOWN	507
White	2814



DISTRICT	
Asian	73
Black	182
Hispanic	767
American Indian	385
UNKNOWN	194
White	2563

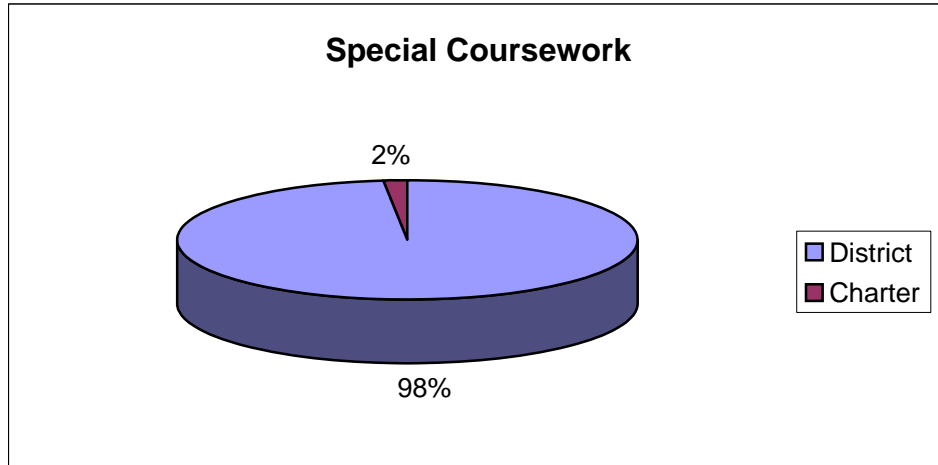


CHARTER	
Asian	11
Black	35
Hispanic	71
American Indian	14
UNKNOWN	313
White	251



Comprehensive Teacher Quality Data Elements - Special Coursework (State)

State	891
District	875
Charter	16



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(234 Schools)

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Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

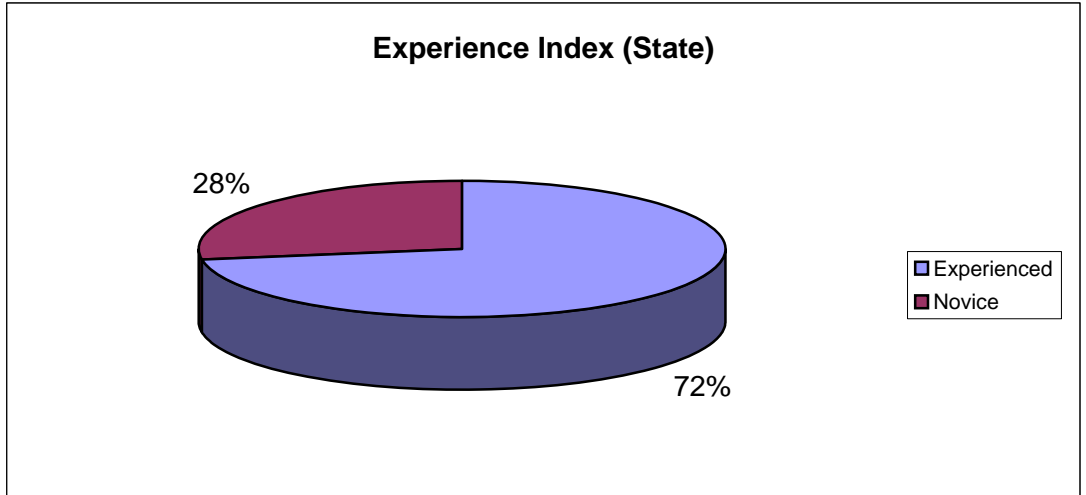
School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Secondary Classes - Grades 9-12	3094	1954	1140	2754	1690	1064	0.89010989	0.864892528	0.933333333	45
Demonstrated Content Knowledge by AEPA				1458	925	533				
Demonstrated Content Knowledge by HOUSSE				195	138	57				
Demonstrated Content Knowledge by Major/24 hours				1101	627	474				
Demonstrated Content Knowledge by NBCT				0	0	0				

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

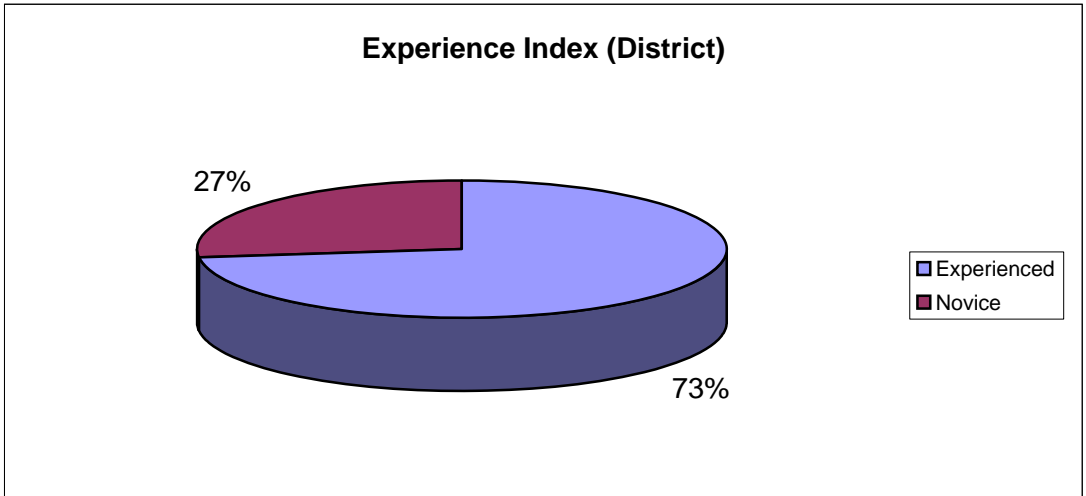
School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Secondary SPED Classes - Grades 9-12	233	178	55	201	151	50	0.862660944	0.848314607	0.909090909	45
Demonstrated Content Knowledge by AEPA				85	61	24				
Demonstrated Content Knowledge by HOUSSE				20	20	0				
Demonstrated Content Knowledge by Major/24 hours				82	65	17				
Demonstrated Content Knowledge by NBCT										

Comprehensive Teacher Quality Data Elements - Experience Index

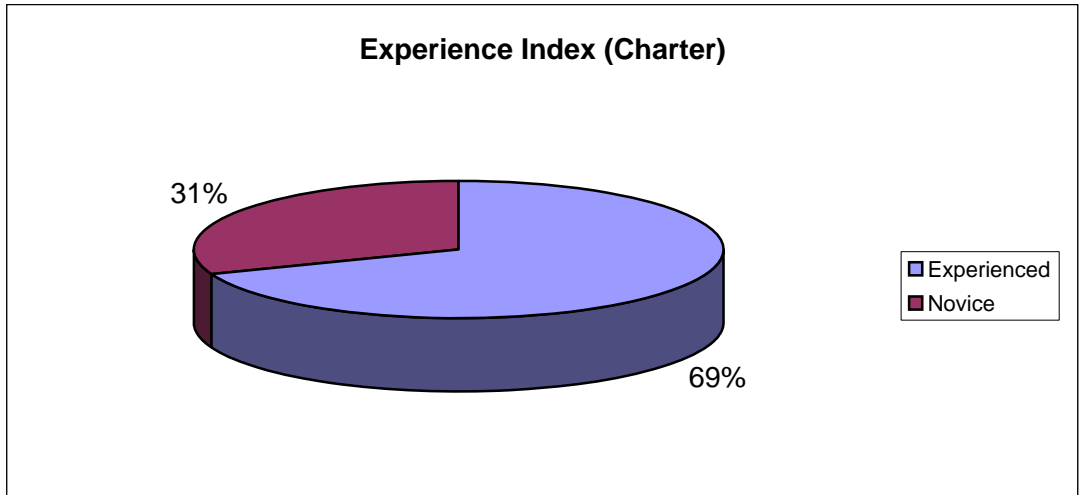
STATE	
Experienced	3519
Novice	1340



DISTRICT	
Experienced	3039
Novice	1125

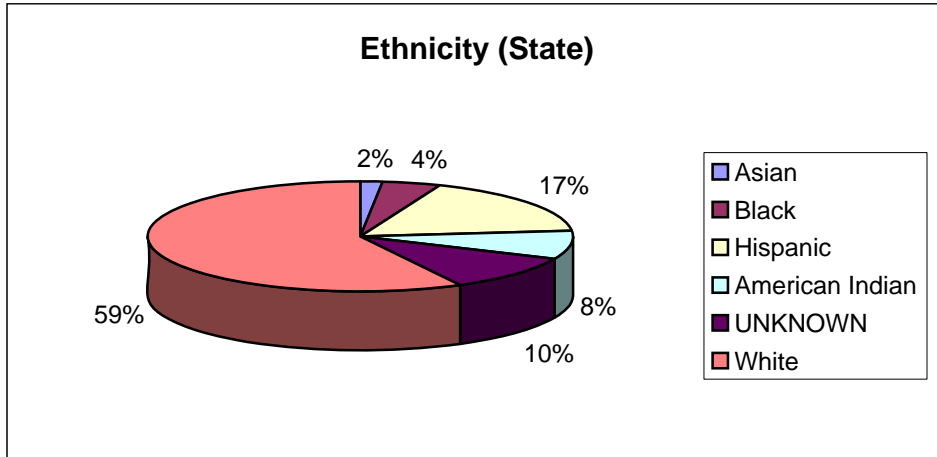


CHARTER	
Experienced	480
Novice	215

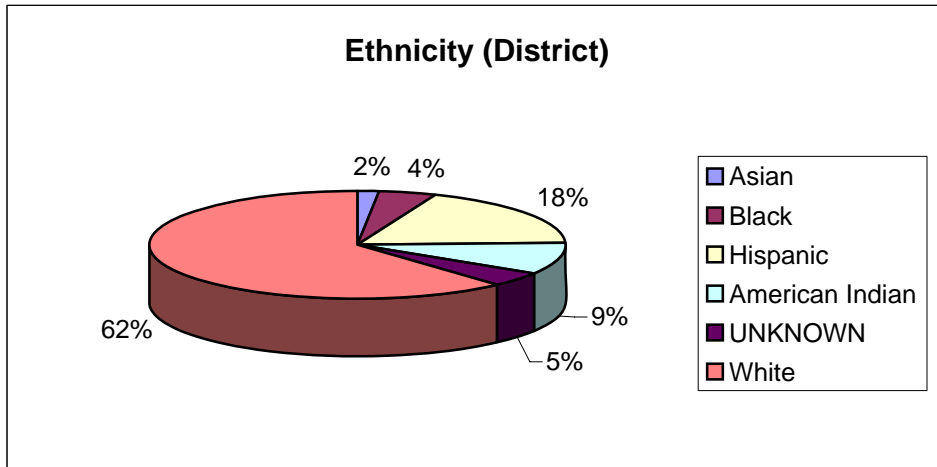


Comprehensive Teacher Quality Data Elements - Ethnicity

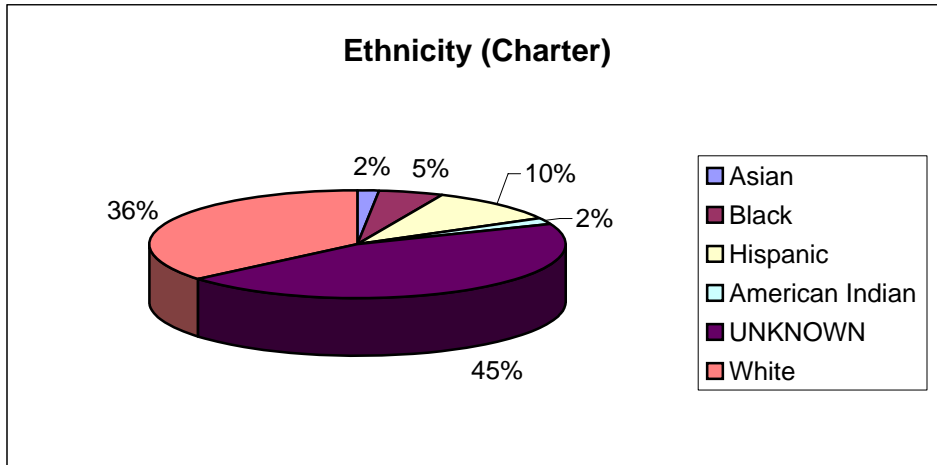
STATE	
Asian	84
Black	217
Hispanic	838
American Indian	399
UNKNOWN	507
White	2814



DISTRICT	
Asian	73
Black	182
Hispanic	767
American Indian	385
UNKNOWN	194
White	2563

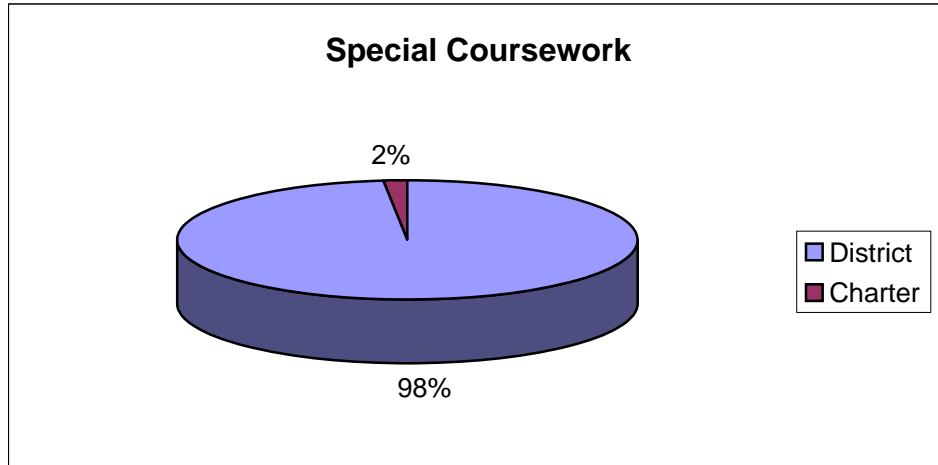


CHARTER	
Asian	11
Black	35
Hispanic	71
American Indian	14
UNKNOWN	313
White	251



Comprehensive Teacher Quality Data Elements - Special Coursework (State)

State	891
District	875
Charter	16





*Highly Qualified Individual Team Plan
P.L. 107 – 110 – No Child Left Behind*

Attachment 1: LEA Plan for Highly Qualified Teachers

All teachers who are **not** Highly Qualified per NCLB for their current year teaching assignment must complete a Highly Qualified Individual Teacher Plan with Action steps to meet the Highly Qualified requirements. The school and the LEA are responsible for monitoring the completion of the Plan through out the year and to provide funds or other support to each teacher to remove deficiencies. Use this form to record the funding and assistance provided by the LEA to teachers with Highly Qualified Plans. This information must be submitted with the LEA Summary Report to ADE Highly Qualified Unit at the address below.

LEA Name: _____

LEA Budget – total amount of LEA funds to support teachers on Highly Qualified Individual Plans

Title II-A	Title I-A	Title V	Title III	State/Local Funds

Superintendent Signature		Date	
--------------------------	--	------	--

Complete this form for each school:

Name of School	
Total number of teachers with Plans for becoming Highly Qualified	

Enter amounts from each funding source provided for each category:

LEA Support Category	Resources (Fund Source \$\$)	Person Responsible	Description (Optional)
Tutoring			
Tuition Reimbursement			
Test Fees Reimbursement (AEPA)			
Other (specify)			

I understand that the Arizona Department of Education will monitor the implementation of LEA and teacher plans to ensure that all core academic content teachers are Highly Qualified by the end of the 2006 – 2007 school year.

Principal Signature		Date	
---------------------	--	------	--



Highly Qualified Individual Team Plan
 P.L. 107 – 110 – No Child Left Behind

**Attachment 2: LEA Plan for Highly Qualified Teachers
 Summary Report
 2006 – 2007 School Year**

This information must be submitted with the LEA Highly Qualified Teacher Plan to ADE Highly Qualified Unit at the address below

<i>LEA Name</i>	<i>CTDS</i>	<i>Approval by Superintendent</i>	<i>Printed Name</i>	<i>Signature</i>	<i>Date</i>

<i>Name of Designated Point-of-Contact</i>	<i>Contact Person's Telephone Number</i>	<i>Contact Person's E-mail Address</i>

<i>Plan Reviewed by (ADE Staff)</i>	<i>Date of Review</i>

Enter LEA – level data from 2006 – 2007 school year for the following elements:

	Number	Percentage	Comments
Number and Percentage of Core Academic Subject TEACHERS who are NOT Highly Qualified			
Number and Percentage of Core Academic Subject CLASSES taught by teachers who are NOT Highly Qualified			
	Subject	Grade	Student Subgroups
Core Academic Subjects, Grades, and Student Subgroups in which the LEA DID NOT MAKE AYP based on Spring 2006 statewide assessments			
Core Academic Subjects and Grades that have teaching vacancies that the LEA CANNOT fill with Highly Qualified teachers			

Add any other data for the LEA that establishes needs related to ensuring that all core academic subject teachers are Highly Qualified.

**Attachment 3: Sections 1111, 1119 and ARS R7-2-608J
Qualifications for Teachers and Paraprofessionals**

The LEA ensures that all teachers and instructional paraprofessionals are Highly Qualified (HQ)

Date: _____ LEA: _____ School: _____

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>1. What evidence do you have that your teachers are Highly Qualified? What is being done for those who are not?</p> <p>2. What evidence does the LEA have that that each teacher's actual teaching assignment matches the teacher's area of certification?</p> <p>3. What evidence does the LEA have that all federally funded paraprofessionals are Highly Qualified? What is being done for those who are not?</p>	<p>(1119.1) C P I All teachers are highly qualified <input type="checkbox"/> <i>Principals' verification of compliance</i> <input type="checkbox"/> <i>Teacher attestation, supporting documentation</i> <input type="checkbox"/> <i>HOUSSE Rubric, supporting documents</i> <input type="checkbox"/> <i>List of HQ Teachers</i></p> <p>C P I If not, there is a plan in place to get teachers highly qualified. <input type="checkbox"/> <i>Teacher Plan for becoming HQ</i> <input type="checkbox"/> <i>School Plan for Teachers becoming HQ</i></p> <p>(ARS R7-2-608J) C P I All teachers are teaching in the area approved on their certificate. <input type="checkbox"/> <i>Teacher credentials</i></p> <p>C P I If not, there is a plan in place to get teachers appropriately certified. <input type="checkbox"/> <i>Teacher Plan for becoming HQ</i> <input type="checkbox"/> <i>School Plan for Teachers becoming HQ</i></p> <p>(1119.2) C P I All instructional paraprofessionals are highly qualified. <input type="checkbox"/> <i>Principals' verification of compliance</i> <input type="checkbox"/> <i>Paraprofessional verification data</i></p> <p>C P I If not, there is a plan in place to get instructional paraprofessionals highly qualified. <input type="checkbox"/> <i>Paraprofessional Plan for becoming HQ</i> <input type="checkbox"/> <i>School Plan for Paraprofessionals becoming HQ</i></p>

Sections 1111, 1119 and ARS R7-2-608J – Qualifications for Teachers and Paraprofessionals

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>4. Describe how the LEA and its schools notify parents of their “Right To Know” [Section 1111 (h) (6)]. How does the LEA ensure parents requesting information receive it in a timely manner and in an understandable format about the professional qualifications of the student’s classroom teacher and paraprofessional?</p> <p>5. How does the LEA ensure that schools notify parents that a teacher who has taught their child for 4 or more weeks is not Highly Qualified?</p>	<p>(1111.1) C P I LEA / schools provided parents “Right to Know” notice in a timely manner.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Parents’ Right to Know notice</i> <input type="checkbox"/> <i>Date Parents’ Right to Know notice distributed</i> <input type="checkbox"/> <i>Method of distribution</i> <input type="checkbox"/> <i>Understandable Format</i> <p>(1111.2) C P I LEA /schools notified parents, in a format parents can understand, that a teacher who is not highly qualified has taught their child for more than 4 weeks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>4 week notice to parents</i> <input type="checkbox"/> <i>Date Non-Highly Qualified teacher notice distributed</i> <input type="checkbox"/> <i>Method of distribution</i>

Signatures of:
 ADE Representatives: _____

LEA Representatives: _____

SUMMARY OF COMPLIANCE
<p>Reviewers’ Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete <input type="checkbox"/> Partial <input type="checkbox"/> Incomplete <input type="checkbox"/> Technical assistance required <input type="checkbox"/> Title II Attention needed <p>Comments:</p>

ATTACHMENT 4: COMPLIANCE ACTIVITIES WORKSHEET

LEA:

DATE:

ITEM TO BE COMPLETED	COMPLIANCE ACTIVITY	Person Responsible	Completion Date	ADE ONLY
<p>1. All teachers are highly qualified, or if not, there is a completed plan in place to get the teachers highly qualified.</p>	<p>Complete the Arizona Teacher Highly Qualified Attestation</p> <p>Verify documentation on being Highly Qualified</p> <p>Complete the plan for assisting teachers who are not Highly Qualified to become highly qualified.</p> <p>Ensure that funds are available to assist teachers in registering to take needed testing to achieve Highly Qualified status.</p>			
<p>2. All teachers are teaching in the area approved on their certificate, or if not, there is a plan in place to get the teachers appropriately certified.</p>	<p>Supply a copy of the Master Schedule for the school.</p> <p>Verify Teacher credentials.</p> <p>Develop and implement a plan to assist teachers in becoming appropriately certified.</p>			
<p>3. All instructional paraprofessionals are highly qualified, or if not, there is a plan in place to get instructional paraprofessionals highly qualified.</p>	<p>Document the completion of the Principals' Verification of Compliance</p> <p>Ensure that funds are available to assist instructional paraprofessionals in taking the State approved testing to achieve highly qualified status.</p>			

COMPLIANCE ACTIVITIES WORKSHEET

LEA:

DATE:

ITEM TO BE COMPLETED	COMPLIANCE ACTIVITY	Person Responsible	Completion Date	ADE ONLY
<p>4. LEA/schools provided parents "Right to Know" notice in a format parents can understand and in a timely manner.</p>	<p>Develop and disseminate a letter and/or notice for parents indicating their "Right to Know". Document the dissemination of the letter.</p>			
<p>5. LEA/schools notified parents, in a format parents can understand, that a teacher who is not highly qualified has taught their child for more than 4 weeks.</p>	<p>Develop and disseminate a letter notifying parents that their student has been taught by a teacher who is not highly qualified for more than 4 weeks. Revise the letter for parents notifying them that their student has been taught by a teacher who is not highly qualified so that it is in a format that is easily understood. Document the dissemination of the notification.</p>			

Other Concerns or Comments:



*Highly Qualified Individual Team Plan
P.L. 107 – 110 – No Child Left Behind*

Attachment 5: Highly Qualified Teachers Summary School Report

All teachers who are not Highly Qualified per NCLB for their current year teaching assignment must complete a Highly Qualified Individual Teacher Plan with Action steps to meet the Highly Qualified requirements. The school and the LEA are responsible for monitoring the completion of the Plan through out the year and to provide funds or other support to each teacher to remove deficiencies. Use this form to record the efforts of the individual teachers and the monitoring by the principal. This form must be submitted with the LEA Summary Report and the LEA Plan for Highly Qualified Teachers to the ADE Highly Qualified Unit at the address below.

Consider: (1) changing teacher assignments within a school (2) between-school transfers and (3) alternative pathways to certification to accomplish the goal of having all core academic subject teachers Highly Qualified and to ensure equitable distribution of Highly Qualified teachers.

School	Principal	Date
---------------	------------------	-------------

Teachers with Highly Qualified Plans

Name of Teacher	Grade/Content Area	Action Items: Degree Certificate Subject Knowledge	Planning Date	Mid-year Review	Completion or End-of-Year Review	Support

Add rows as needed



Alabama Department of Education
The Home Department of Public Education

Highly Qualified Individual Team Plan
P.L. 107 – 110 – No Child Left Behind

Attachment 6A: Individual Teacher Plan

This completed form should be retained at the school.

Name		School		Date	
LEA		Certifying Principal			
Current Teaching Assignment - Grade level:		Content Area (s):			

Check appropriate certification:

Elementary Certificate	<input type="checkbox"/>	Secondary Certificate	<input type="checkbox"/>	Special Education Certificate	<input type="checkbox"/>
Grade K - 6		List each area on your certificate: Approved Area(s):	List each area on your certificate:	Disability Area(s)	
Middle School 7 - 8			Teacher of Record in:		
Approved Area(s):	List each area on your certificate		Elementary K-6		
			Middle School 7-8		
			High School 9-12		

If you are not Highly Qualified in the subject(s) you are teaching this year, you must complete this Action Plan to fulfill the requirements for NCLB.

BA/BS Degree Charter Schools	Projected Completion Date	Completed	Convert Emergency Certificate	Projected Completion Date	Completed	Subject Knowledge	Projected Completion Date	Completed	District Funding Source
List courses required			AEPA			AEPA (if available)			
			Course work (list)			Course work (list)			
			Enroll in an alternative path program						

Principal's Verification of progress:

Highly Qualified Plan Employee Commitment:

Completed

In progress

Signature Date

Employee Signature _____ Date _____

Mid-year Review Acknowledgement:

Completed

In progress

Signature Date

Employee Signature _____ Date _____

Completion or End-of-Year Review Verification:

Completed

In progress

Signature Date

Employee Signature _____ Date _____



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

July 1, 2006

Dear Educator:

Subject: NCLB Highly Qualified Teacher Requirements

On May 15, 2006, all States received a letter from Under-Secretary of Education, Henry L. Johnson regarding meeting the NCLC goal of having all core academic subject classes taught by highly qualified teachers (HQT) by the end of the 2005-2006 school year. Dr. Johnson stated: "To meet the No Child Left Behind (NCLB) Act requirement, we must take bold action to ensure that every student has access to a highly qualified, effective teacher. Therefore we are requesting that each State submit a revised State plan that details the new innovative actions the State and local education agencies will take to reach the Highly Qualified Teacher goal in 2006-2007 and beyond."

The first step in Arizona's Revised State Plan requires every teacher who is not "highly qualified" to complete an Individual Teacher Plan. **Because teachers certified through Emergency Teaching Certificates are not considered "highly qualified" under NCLB, you are required to complete the attached Individual Teacher Plan in cooperation with your building level administrator.** Title I -A, Title II-A, Title III, and Title V funds may be used to provide financial assistance non-highly qualified teachers in becoming highly qualified. This form is to be retained at the school site as a record of your building administrator's monitoring of your progress.

Additionally, each Title I school must provide each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified" [Section 1111(h)(6)].

If you have questions concerning completion of the form, please contact Jackie Waitman at 602-364-2190 or Jacqueline.waitman@azed.gov.

Thank-you as we work cooperatively to ensure the flow of Federal Funds to Arizona's schools.

Sincerely,

Patricia L. Hardy
Director of Title II-A
Highly Qualified Professionals
Academic Achievement Division

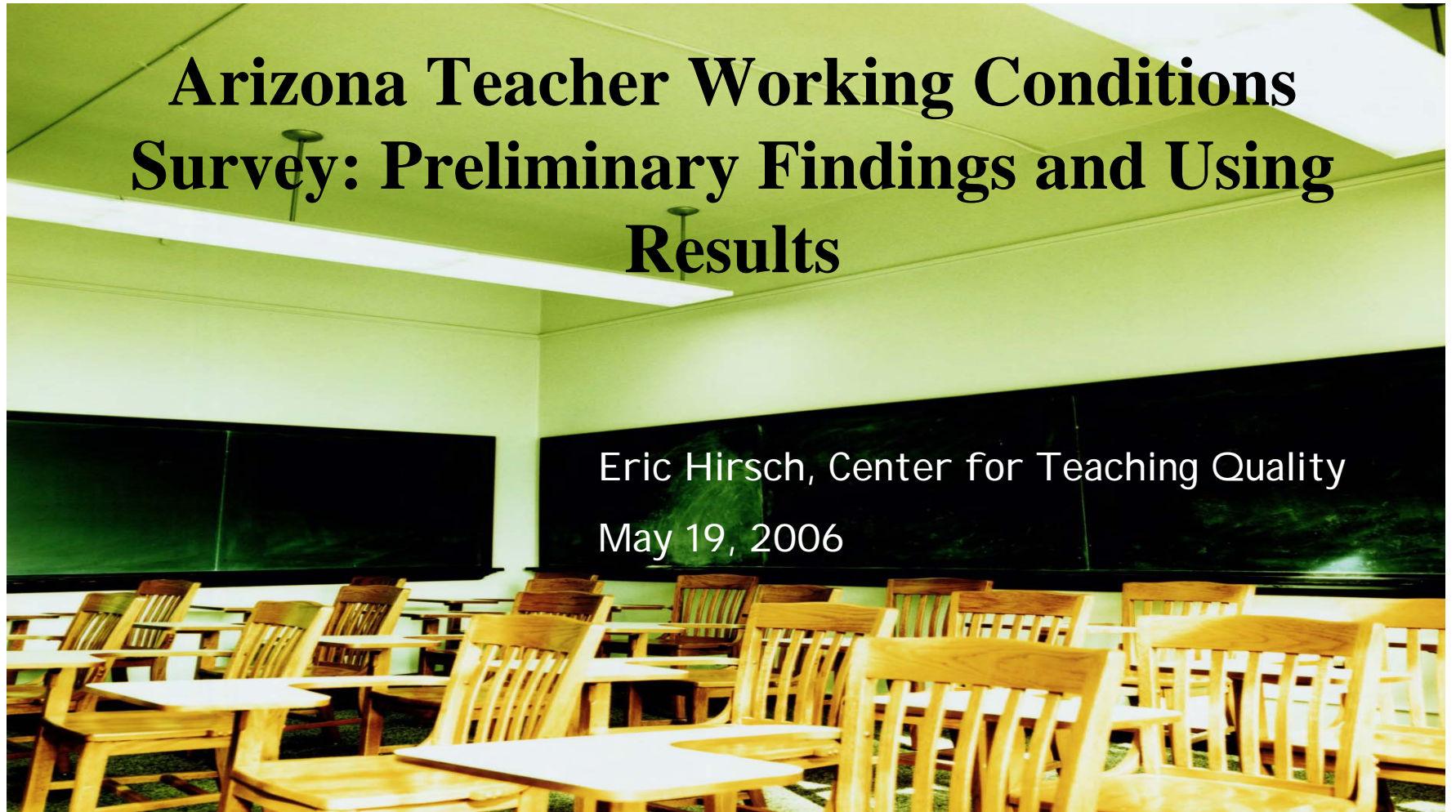


Where **teachers** are central to
improving schools



Arizona Teacher Working Conditions Survey: Preliminary Findings and Using Results

Eric Hirsch, Center for Teaching Quality
May 19, 2006



Where **teachers** are central to **improving schools**



- Over 70 percent response rate in participating districts/schools
- About 5,200 educators responded (4800 teachers, 153 principals/assistant, 319 other licensed)
- 112 schools with a 50 percent response rate or greater
- Will do far more analyses when data is made available, particularly in the area of student learning. Will also run working conditions averages against actual attrition (if available) and gather other school level data (free and reduced lunch, school size, etc.) for 2005-2006 school year
- Will have comparable data from other states and/or districts for final report once all initiatives are completed

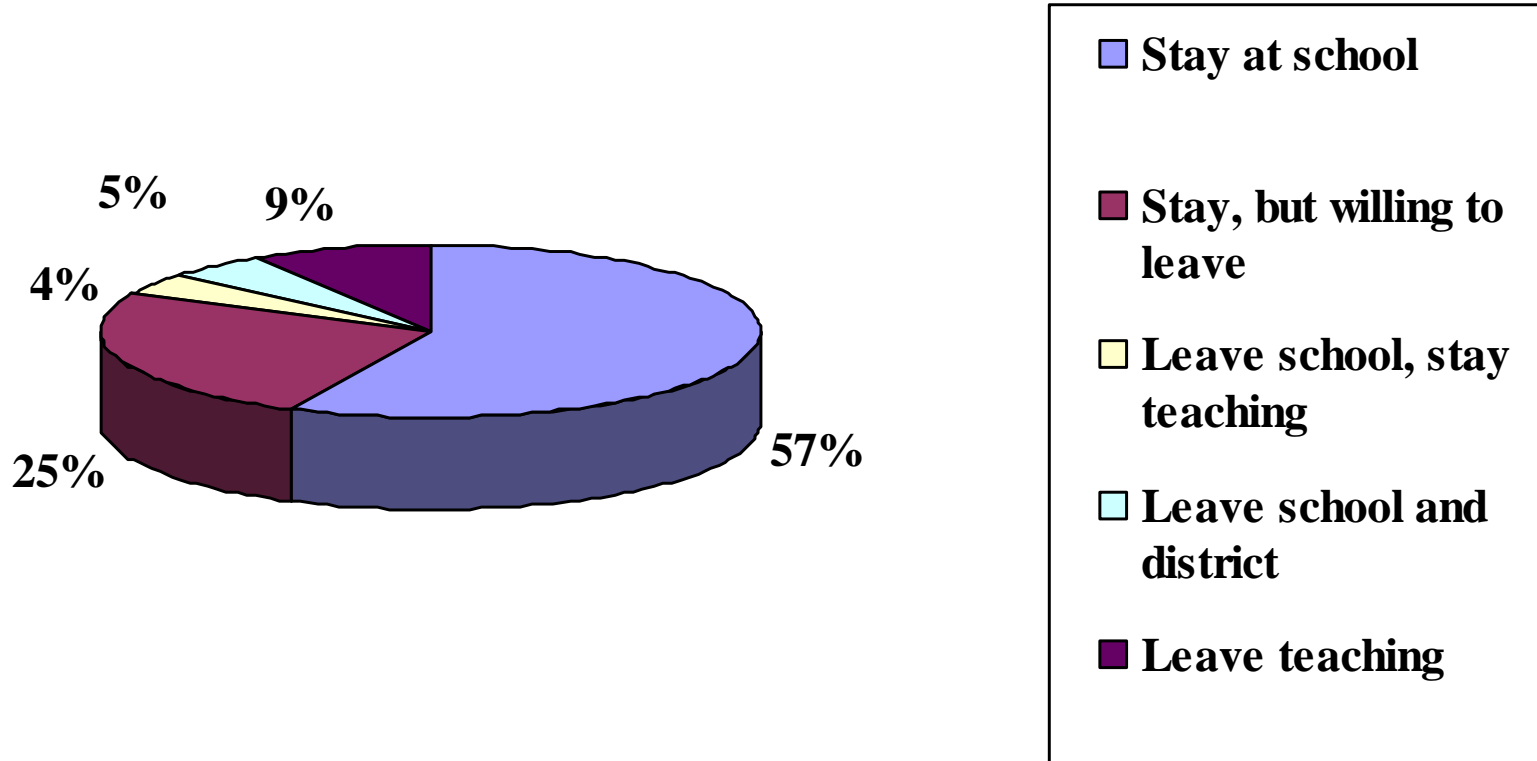
- Kansas – 53% response rate statewide with over 21,000 educators and data available online: www.kansastwc.org
- Nevada – 49% response rate for Clark County (over 8,000 with some participation in Washoe) – data viewing by school with support from assistance team: www.nvtlc.org
- Ohio – pilot in 2005 and voluntary survey in 2006 (13,700 participating) – www.ohiotlc.org
- Arizona – 70% response rate in 7,500 educator pilot www.aztwc.org
- North Carolina – 65% response rate statewide with over 75,000 educators – data online June 1 www.northcarolinatwc.org
- Districts in Alabama, Arkansas, Virginia and Georgia using parts or entire TWC survey

About one-fifth of teachers indicate a desire to leave their current school



18 Percent of Teachers Want to Leave Their School
and 9 percent Want to Leave Teaching

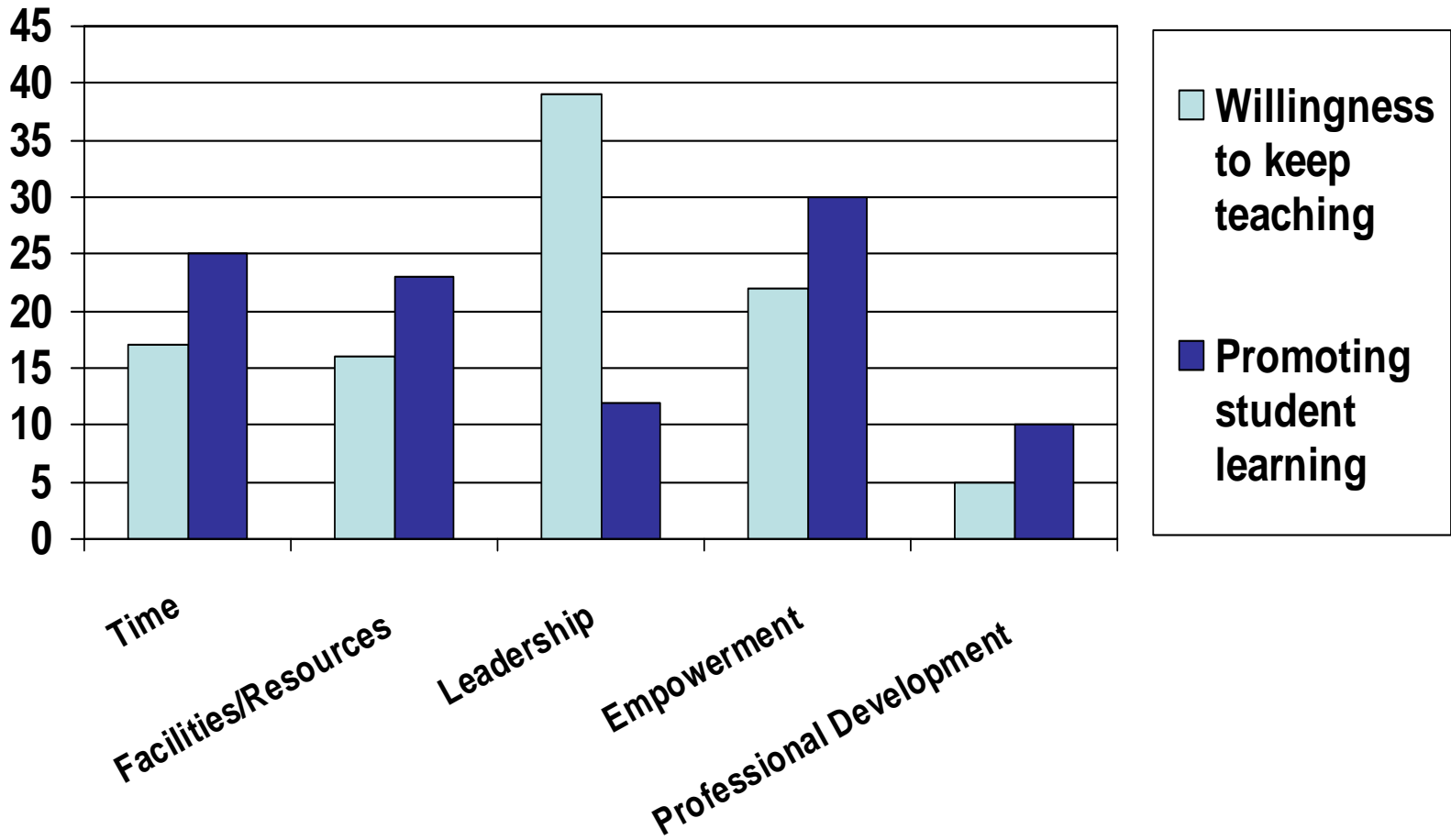
Figure 1
Future Employment Plans of Participating AZ Teachers



Influences on Teachers' Future Employment Plans

In considering your future plans, please indicate the importance of the following in influencing your decision	Percent Indicating Extremely Important
Support from school administrators	59%
Effectiveness with the students I teach	55%
Salary	50%
Teaching assignment (class size, subject, students)	46%
Collegial atmosphere amongst the staff	46%
Personal reasons	43%
Empowerment to make decisions that affect my school and/or classroom	41%
Comfort with the students I teach	40%
Student behavior	35%
Student behavior	35%
Time to do my job during the school day	34%
Facilities and/or resources	33%
Retirement options	33%
Community environment where I live	22%
Emphasis on testing and accountability	19%

Working Conditions on Retention and Learning According to Teachers



Career
Decisions
are Driven
By Working
Conditions



Working Conditions are Critical to Keeping
Teachers in Schools

	Domain Average		
Teaching and Learning Survey Question	Stayers	Movers	Leavers
Time	2.77	2.29	2.28
Facilities and Resources	3.61	3.15	3.37
Empowerment	3.33	2.61	2.86
Leadership	3.60	2.70	3.23
Professional Development	3.58	3.03	3.23

Working Conditions are Critical to Keeping
Teachers in Schools

Teaching and Learning Survey Question	Percent of Teachers Who Agree		
	Stayers	Movers	Leavers
Teachers are recognized as educational professionals	63.8%	30.8%	43.8%
Teachers are centrally involved in decision-making about important education issues.	39.5%	17.0%	22.3%
The faculty has an effective process for making group decisions and solving problems.	53.2%	21.8%	36.7%
There is an atmosphere of trust and mutual respect in my school.	66.8%	23.8%	47.1%
Teachers feel comfortable raising issues and concerns that are important to me.	59.0%	20.9%	38.5%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	66.0%	48.8%	52.4%
Site councils provide teachers opportunities to participate in school planning and decision making	56.2%%	31.0%	40.7%

Teachers and Administrators View Working Conditions Differently



Teachers and Administrators View TWC
Differently

Working Conditions Question/Domain	Teacher	Principal/Asst. Principal
The non-instructional time provided to teachers is sufficient	30.1%	69.7%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	63.3%	90.0%
Teachers are centrally involved in decision making about important education issues	36.1%	85.0%
The faculty has an effective process for making group decisions and solving problems	49.0%	83.0%
Teachers feel comfortable raising issues and concerns that are important to them	53.9%	89.9%
Time Domain	2.69	3.65
Facilities and Resources Domain	3.55	4.15
Empowerment Domain	3.23	4.06
Leadership Domain	3.49	4.27
Professional Development Domain	3.50	4.10

Beliefs that Leadership Makes a Sustained Effort to Address Teacher Concerns

School leadership makes a sustained effort to address teacher concerns about:	Teachers Agreeing	Administrators Agreeing
The use of time in my school	47.4%	90.7%
Facilities and resources	40.8%	87.4%
Empowering teachers	60.0%	88.1%
Leadership issues	58.5%	86.8%
Professional development	47.3%	90.1%
New Teacher Support	60.5%	85.4%

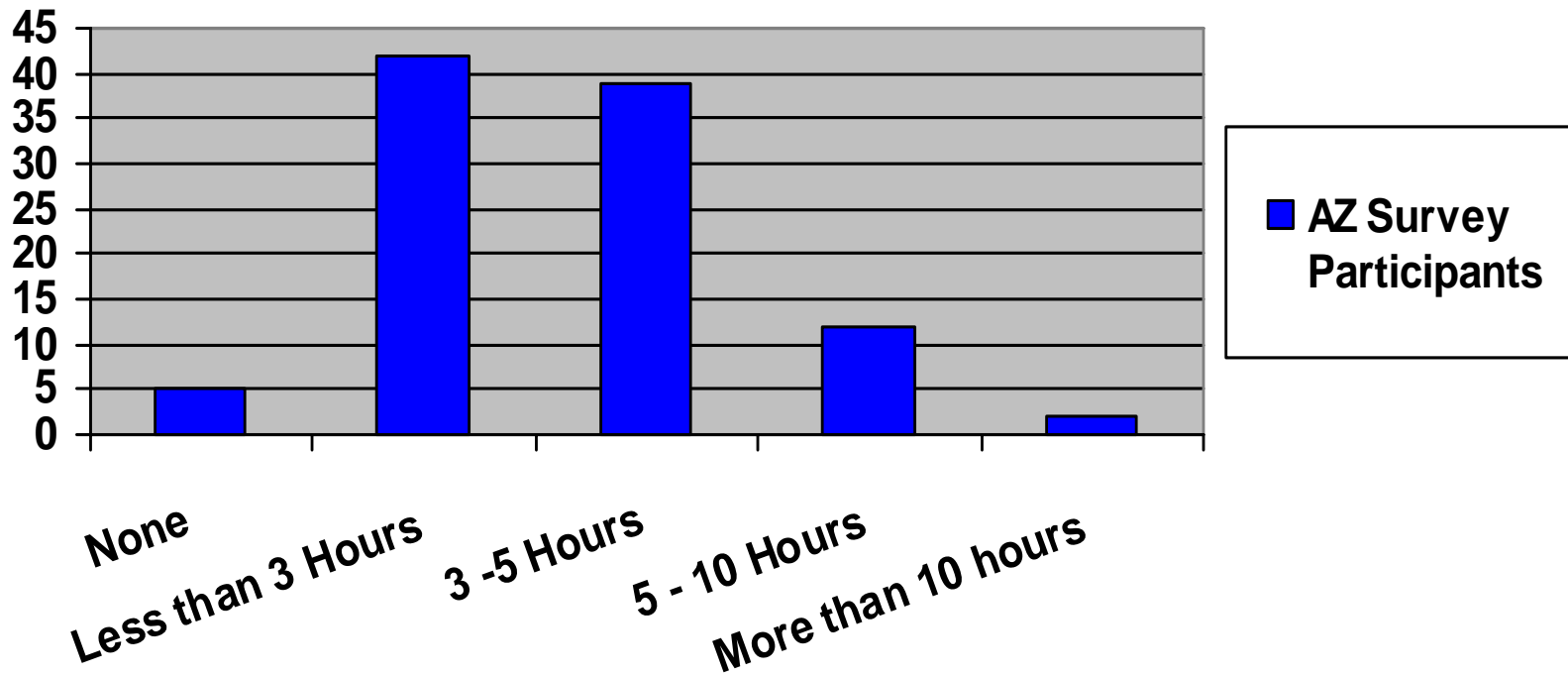
Teachers Stay Where They Believe Leadership
Makes Efforts to Improve Working Conditions

	Percentage Agreeing		
School leadership makes a sustained effort to address:	Stayers	Movers	Leavers
The use of time in my school	51.9%	18.6%	32.3%
Facilities and Resources	44.6%	16.6%	29.2%
Empowerment	64.2%	32.7%	47.7%
Leadership	62.7%	30.2%	47.1%
Professional Development	51.9%	18.6%	32.3%
New Teacher Support	65.3%	25.2%	49.9%

Looking at General Trends in Each of the Working Conditions Areas



Teachers Need More Non-Instructional Time



- Only 31 percent of educators believe that their non-instructional time is sufficient (3 percent strongly agree)

Teachers Spend Significant Time Outside the School Day

Activity	None	Less than 3 Hours	More than 3 but Less than 5 Hours	More than 5 but Less than 10 Hours	More than 10 Hours
School-related activities outside the regular school week	1%	9%	19%	32%	38%
Student remediation (tutor, etc.)	23%	44%	21%	8%	4%
Voluntary (coach, club sponsor)	38%	34%	13%	7%	8%
Other school related activities (grade, prep, etc)	1%	19%	27%	35%	19%

Perceptions of Facilities and Resources

Facilities and Resources Areas	Percent Agreement
Teachers have sufficient access to instructional materials and resources	64%
Teachers have sufficient access to instructional technology	62%
Teachers have sufficient training/support to utilize instructional technology	50%
Teachers have sufficient access to communication technology	85%
Teachers have sufficient access to office equipment and supplies	65%
Teachers have sufficient access to a broad range of professional personnel	63%
Teachers and staff work in a school environment that is safe	83%

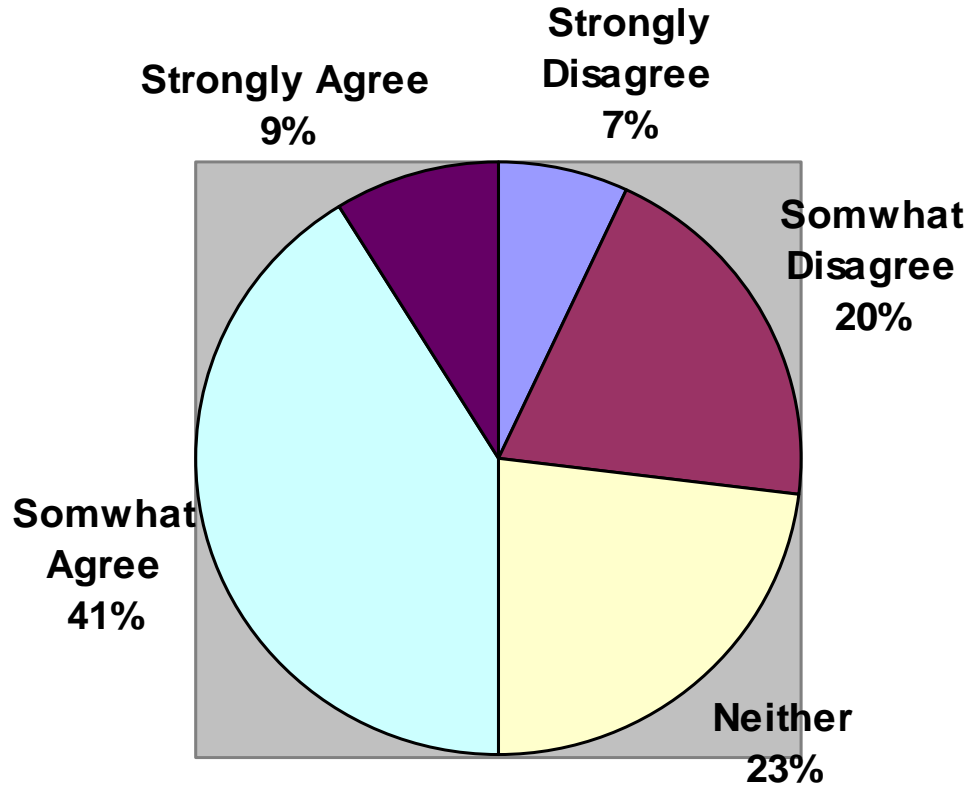
Teachers are Generally Positive about Leadership

- Overall, 62 percent of educators agreed that school leadership was effective and only 10 percent strongly disagreed that leadership was effective;
- Almost 2/3 (62 percent) of teachers agreed that there is an atmosphere of trust and mutual respect within the school;
- 2/3 (67 percent) agreed that leadership effectively communicates policies;
- More than 4/5 (82 percent) believe teachers are held to high professional standards for delivering instruction;
- 3/4 (72 percent) of educators agreed that the faculty is committed to helping every student learn.

Teachers Play a More Significant Role on Decisions about Classrooms

Please indicate how large a role teachers have at your school in each of the following areas:	Responses from Arizona Educators Surveyed				
	No role at all	Small role	Moderate role	Large role	Primary role
Selecting instructional materials and resources	4%	21%	36%	31%	8%
Devising teaching techniques	2%	12%	27%	41%	18%
Setting grading and student assessment practices	6%	20%	28%	34%	13%
Determining the content of in-service professional development	21%	34%	29%	14%	1%
Establishing and implementing policies for student discipline	17%	30%	29%	21%	3%
Deciding how the school budget will be spent	48%	33%	15%	4%	0%
School improvement planning	17%	31%	30%	19%	3%
Site council planning/ decision making	20%	30%	33%	16%	2%

Many Schools Do Not Have Effective Processes for Making Collective Decisions



- Only 38 percent believe that teachers are centrally involved in decision making
- About 6 in 10 educators believe that they are trusted to make sound instructional decisions and are viewed as educational experts

- 2/3 of teachers agree that sufficient resources are available to allow teachers to take advantage of PD activities (66 percent) and that professional development provides teachers with the knowledge and skills most needed to teach effectively (65 percent)
- The vast majority of educators believe professional development is making a difference in their classrooms. 70 percent agree that professional development has provided strategies that have been incorporated into instructional delivery materials. And 65 percent agree that professional development has proved useful in efforts to improve student achievement
- The areas where less than half of AZ educators feel positive about professional development relate to time and data-driven offerings. Only 46 percent of educators agree that adequate time is provided for professional development. And 48 percent agree that PD offerings are data-driven

Professional Development Needed and Received

Professional Development Area	Need Additional Support (Teachers About Selves)	Need Additional Support (Administrators About Teachers)	10+ Hours Over Past 2 Years
Special Education – disabilities	52%	79%	21%
Special Education – gifted	27%	40%	5%
Limited English Proficiency	47%	69%	83%
Closing the Achievement Gap	44%	50%	14%
Your Content Area	16%	19%	48%
Methods of Teaching	18%	35%	48%
Student Assessment	20%	30%	35%
Classroom Management Techniques	20%	62%	26%
Reading Strategies	32%	47%	52%

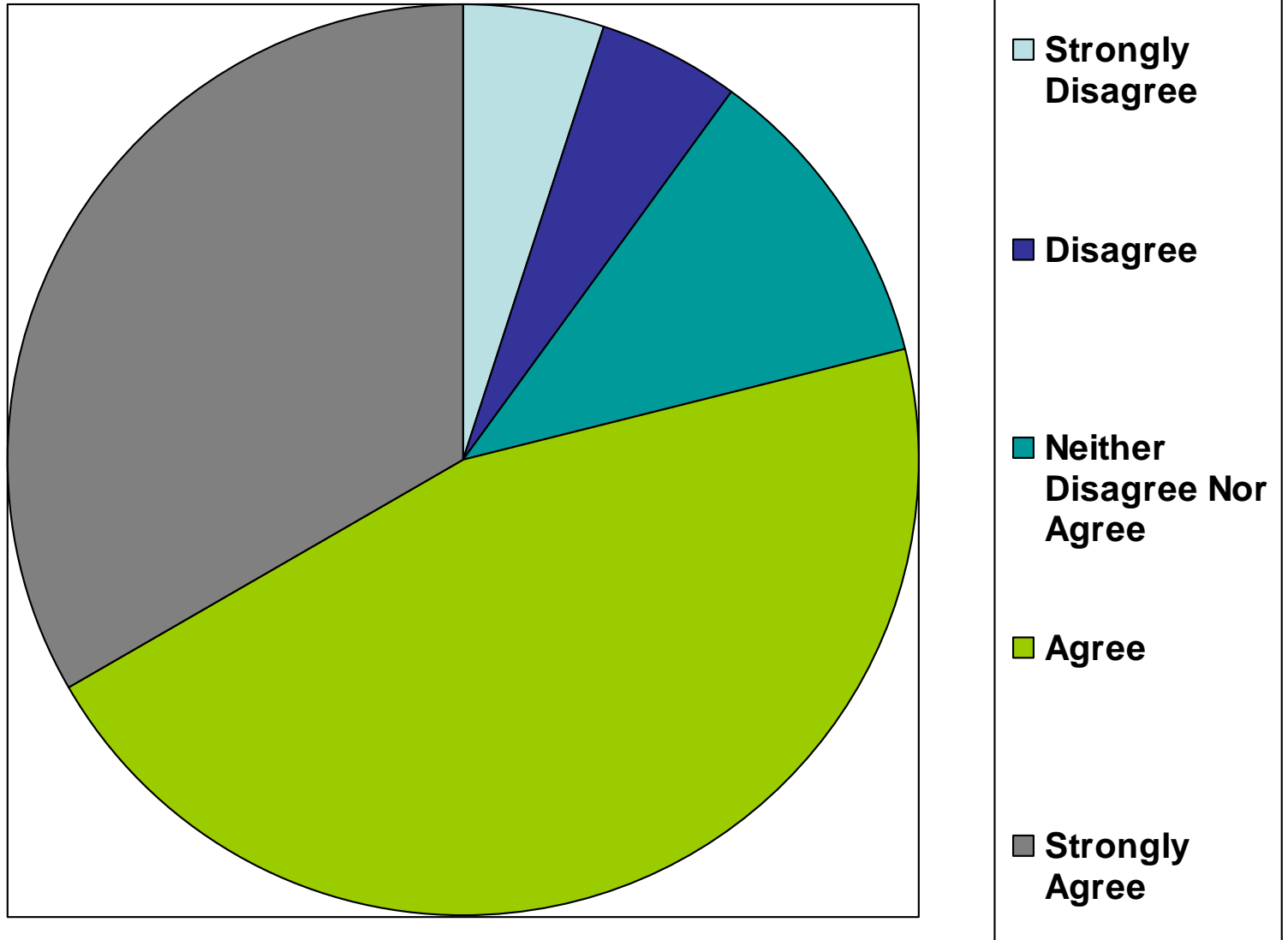
Teacher Induction Helpful in Some Areas for ¾ who reported being formally assigned a mentor

My mentor was effective in providing support in the following areas	No help at all	Helped a little	Helped some	Helped a lot	Help was critical
Instructional strategies	8%	15%	27%	33%	17%
Curriculum and the subject content I teach	16%	19%	23%	26%	16%
Classroom management/ discipline strategies	12%	16%	25%	30%	17%
School and/or district procedures	9%	14%	28%	32%	16%
Completing products or documentation required	14%	13%	23%	33%	18%
Completing other school or district paperwork	15%	16%	23%	29%	17%
Social support and general encouragement	8%	10%	16%	36%	30%

Mentors and Mentees See Things Differently

Mentoring Activity	Mentees			Mentors		
	Never	Less than once per month to Several times per month	At least once per week	Never	Less than once per month to Several times per month	At least once per week
Planning during the school day	26%	50%	24%	10%	36%	55%
Mentor observing mentee	18%	73%	9%	13%	54%	33%
Mentee observing mentor	38%	56%	6%	17%	51%	32%
Planning instruction	30%	53%	17%	5%	44%	50%
Having discussions about teaching	5%	55%	39%	2%	34%	63%

Overall, my school is a good place to work and learn



Accessing, Understanding, and Using Your Data Locally



Arizona

Teacher Working Conditions Survey

Home

- Preview the Survey (.pdf)
- FAQ
- Technical FAQ
- Response
- Take the Survey!

Sponsoring Groups

- Governor Janet Napolitano
- Arizona Education Association
- National Education Association
- Arizona Teacher Excellence Plan (AzTEP)
- Center for Teaching Quality

Participating Districts and Schools

- Alhambra Elementary School District
- Chinle Unified District
- Creighton Elementary District
- Flagstaff Unified District
- Flowing Wells Unified District
- Gilbert Unified District

Welcome to the Arizona Teacher Working Conditions Survey!

Business has long recognized and responded to the linkage between employee working conditions and productivity. Yet, while business industries have designed and invested in innovative tools and measures to focus on employee satisfaction, many schools struggle to identify and address critical working conditions that not only drive teacher satisfaction, but performance. Recent research shows that the design, leadership, and culture of schools have a direct influence on student learning and teacher retention.

It is with this in mind that Governor Napolitano is sponsoring this survey on teacher working conditions. **The Governor's Committee on Teacher Quality and Support** will look at the results from participating districts and schools to advise their deliberations and recommendations to the Governor. Further, data will be given at the school and district level for school improvement planning, faculty conversations and consideration of district and state policies and programs.

The Arizona Teacher Working Conditions Survey is about hearing from those who know best about what is happening in schools – educators themselves. The survey provides all educators with the opportunity to **privately** and **anonymously** provide input on critical issues such as time, facilities and resources, empowerment, leadership and professional development. Only the **Center for Teaching Quality** will have access to these surveys and will use demographic data for research purposes only. So, let your voice be heard!

The online survey will be available from
March 13 -31, 2006

If you have any questions about the teacher working conditions initiative or problems with survey (accessing the instrument, lost code, etc.) **click here** to see the technical FAQ or call a special

Arizona

Teacher Working Conditions Survey

- Home
- Preview the Survey (.pdf)
- FAQ
- Technical FAQ

Select A Report

Sponsoring Groups

- Governor Janet Napolitano
- Arizona Education Association
- National Education Association
- Arizona Teacher Excellence Plan (AzTEP)
- Center for Teaching Quality

Participating Districts and Schools

- Alhambra Elementary School District
- Chinle Unified District
- Creighton Elementary District
- Flagstaff Unified District
- Flowing Wells Unified District
- Gilbert Unified District
- Glendale Union High School District
- Indian Oasis-Bahonquivari

Please select a report from the list below.
Available reports have a >50% response rate and are blue in color.

District/Site Name	# teachers	# completed	% completed
State	7474	5277	70.60
Alhambra Elementary District	860	645	75.00
Alhambra Elementary District Office	8	5	62.50
<u>Alhambra Traditional School</u>	33	31	93.94
Andalucia Middle School	68	32	47.06
Andalucia Primary School	61	51	83.61
Barcelona Middle School	63	42	66.67
Carol G. Peck Elementary School	41	29	70.73
Catalina Ventura School	72	61	84.72
Cordova Middle School	47	33	70.21
Cordova Primary School	44	36	81.82
Granada East School	69	65	94.20
Granada Primary School	65	50	76.92
Montebello School	71	57	80.28
R E Simpson School	54	29	53.70
Sevilla Primary School	53	27	50.94
Sevilla West School	47	41	87.23
Westwood Primary School	64	56	87.50
Chinle Unified District	304	168	55.26
CANYON DE CHELLY ELEMENTARY SCHOOL	39	31	79.49
CHINLE ELEMENTARY SCHOOL	42	17	40.48
CHINLE HIGH SCHOOL	89	39	43.82
CHINLE JUNIOR HIGH SCHOOL	42	25	59.52
MANY FARMS ELEMENTARY SCHOOL	35	26	74.29
MESA VIEW ELEMENTARY	21	17	80.95
TSAILLE ELEMENTARY SCHOOL	34	11	32.35
TURQUOISE DAWN ALTERNATIVE	2	2	100.00
Creighton Elementary District	514	473	92.02
Creighton Elementary School	66	64	96.97
Excelenda Elementary School	55	51	92.73
Gateway School	58	54	93.10
Larry C. Kennedy School	45	48	100.00
Loma Linda Elementary	66	58	87.88
Monte Vista Elementary	60	56	93.33
Papago Elementary School	62	53	85.48
Squaw Peak Elementary School	50	44	88.00
William T. Machan Elementary	52	45	86.54
Flagstaff Unified District	867	255	29.41
Christensen	33	20	60.61

Arizona

Teacher Working Conditions Survey

- Home
- Preview the Survey (.pdf)
- FAQ
- Technical FAQ
- Select Report

Report

- All
- Time
- Facilities and Resources
- Empowerment
- Leadership
- Professional Development
- Overall Conditions
- Mentee
- Mentor
- [Download/Print to PDF](#)

State: Arizona (70.60 % responded)
 District: Alhambra Elementary District (75.00 % responded)
 School: Granada East School (94.20 % responded)
 Section: All

Domain Report

Domain Area		Average**
Time	school:	2.28
	district:	2.51
	state:	2.71
Facilities and Resources	school:	3.38
	district:	3.80
	state:	3.57
Empowerment	school:	3.02
	district:	3.41
	state:	3.27
Leadership	school:	3.04
	district:	3.55
	state:	3.47
Professional Development	school:	3.50
	district:	3.74
	state:	3.52

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average

Detailed Report

Time

Please indicate your level of agreement with the following statements.
a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

Strongly Disagree

school:	28%
district:	37%
state:	21%

[Technical FAQ](#)

[Select Report](#)

Report

- All
- Time
- Facilities and Resources
- Empowerment
- Leadership
- Professional Development
- Overall Conditions
- Mentee
- Mentor
- [Download/Print to PDF](#)

Domain Report

Domain Area		Average**
Time	school:	2.17
	district:	2.71
	state:	2.71
Facilities and Resources	school:	3.86
	district:	3.58
	state:	3.57
Empowerment	school:	3.41
	district:	3.31
	state:	3.27
Leadership	school:	3.82
	district:	3.61
	state:	3.47
Professional Development	school:	3.64
	district:	3.44
	state:	3.52

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average.

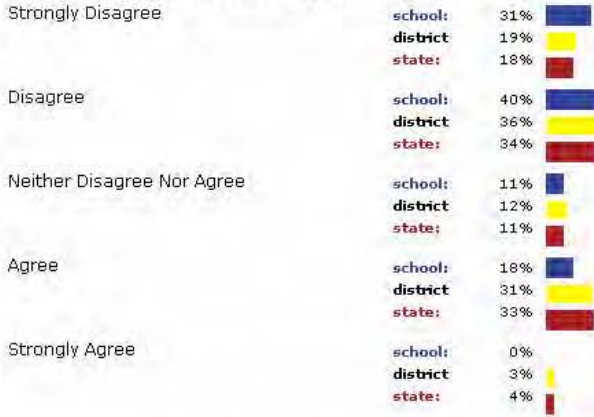
Detailed Report

Time

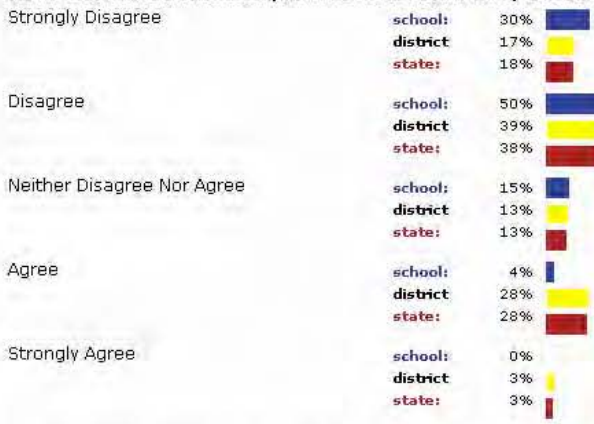
Please indicate your level of agreement with the following statements.
a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

Strongly Disagree	school:	35%
	district:	18%
	state:	21%
Disagree	school:	59%
	district:	40%
	state:	38%
Neither Disagree Nor Agree	school:	2%
	district:	8%
	state:	8%
Agree	school:	4%
	district:	30%
	state:	29%

b. Teachers have time available to collaborate with their colleagues.



c. The non-instructional time provided for teachers in my school is sufficient.



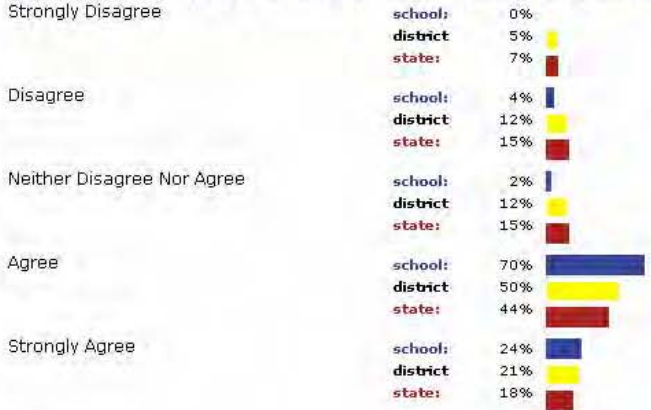
d. Teachers are protected from duties that interfere with their essential role of educating students.



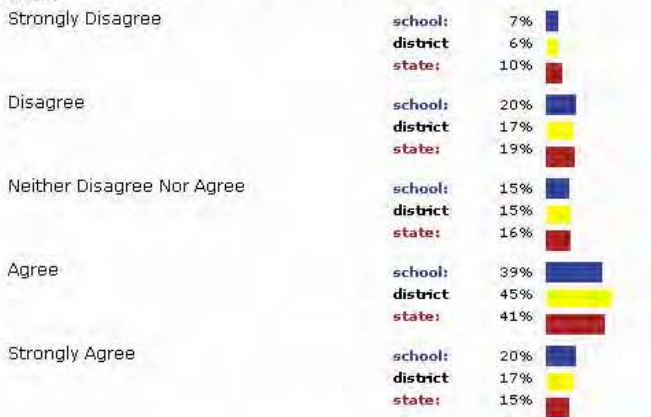
Leadership

Please indicate your level of agreement with the following statements.

a. There is an atmosphere of trust and mutual respect within the school.



b. Teachers feel comfortable raising issues and concerns that are important to them.



c. The school leadership communicates clear expectations to students and parents.



- The data is best used as a discussion starter for constituents in a school. The actual meaning for the results, cause and effect relationships will emerge out of collaboration of teachers, administrators, other school personnel, parents, community members and students
- Looking at data for comparable schools may provide a source of ideas and strategies. The data is not appropriate for comparisons and rankings
- TWC provides a single, data snapshot. Results will change and other data should be brought to the table for making decisions
- The data should become part of the foundation for action

Look first at the domain averages at the front of the report as it provides a snapshot of the school/district in all areas surveyed using the most sound questions

1. Are there any domains, or focus areas, in which your school's scores are significantly different than the district or state?
 - Make sure the difference is both significant and meaningful. Differences in the domain average should be large enough to merit discussion.
 - Look for both positives and negatives. Positives should be acknowledged in their own right and could be illuminating when thinking through how to address other areas of greater concerns
 - Consider other comparisons. Are there comps in the district or others participating

2. Are any of the domain averages lower than a 3.00?

- Are those dissatisfaction areas unique to your school or is this an area of concern for all schools within the district?
- Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root cause that may be driving dissatisfaction across multiple areas?
- Is there strong dissatisfaction (2.00 or lower) or are teachers responding neutrally (between 2.50 and 3.00)? If strong dissatisfaction exists, exploring some immediate short term strategies and long term solutions may be necessary.

3. How are specific domains related to school and district goals for improving teacher retention and student learning?
 - Which aspect of your work environment most affects your willingness to keep teaching at your school?
 - Which aspect of working conditions is most important to you in promoting student learning?

What is the capacity of your community to solve problems in these identified areas?

What other data sources can help make decisions about priority areas for improving teacher working conditions?

What issues are you already working on to improve retention and achievement? Any strategy to improve working conditions must support and align with ongoing school improvement efforts.

**Existing Resources
for Further
Research,
Discussion and
Examples**





Teacher Working Conditions Toolkit

Teacher working conditions are student learning conditions








data analysis
time
leadership
empowerment
prof development
facilities & resources

Data and Recommendations Matrix

Moving from Identifying Issues to Potential Reforms

By completing the previous sections of data analysis, you should have:

- identified a broad working conditions area that is of the greatest concern to your school;
- analyzed individual question responses from your school to narrow the scope of the issue and identify a potential area of need to consider for implementing reform strategies; and
- considered some of the working conditions realities faced by teachers in your school that may be at the heart of the areas of concern.

We hope that the research-based recommendations to improve working conditions profiled in the toolkit will help you address the issues unique to your school. To help you identify strategies, the toolkit includes examples of schools that have successfully addressed this issue with the "seeing it work" resources, concrete strategies, checklists, etc. in the "action tools" and research and background information in the "knowledge" resources.

Recommendations that correspond with both individual questions and each domain can be found in the table below:

Domain: Leadership

*Questions are in the order of their factor loadings (ability to explain the general working condition domain) derived from a factor analysis on the survey responses. Questions with a loading over .3 were included in the average.

Key - (Leadership = L) (Time = T) (Empowerment = E) (Facilities & Resources = F&R) (Professional Development = PD)

#	Question	Recommendations to Consider for Reform Strategies
39	Overall, my principal is an effective leader.	L1; L2; L3; L4; E1; E2; E3; T1; T2; PD3; PD5
29	My principal consistently supports me when I need it.	L2; L4; E1; E2; E3; T2; T4
26	The principal communicates his or her expectations to students, parents, faculty	L2

Teacher Working Conditions Toolkit

Teacher working conditions are student learning conditions



data analysis

time

leadership

empowerment

prof development

facilities & resources

Improving Teacher Working Conditions

For virtually any business or organization, the conditions in which employees work drive their satisfaction and productivity. Yet while businesses often focus on employee satisfaction, many schools often struggle to address critical working conditions -- isolating teachers in classrooms with closed doors, denying materials to do their jobs, inundating them with non-essential duties, providing them with little input in the design and organization of schools, and offering little opportunity for career advancement and professional growth. Such conditions are closely related to teacher turnover and difficulties in recruiting and retaining teachers.

JOIN THE VIRTUAL LEARNING COMMUNITY!

To supplement the resources in the teacher working conditions toolkit, [The Center for Teaching Quality \(CTQ\)](#) and BellSouth have created a **virtual learning community where participants can actively learn from and contribute to others' understanding of working conditions**. The virtual community includes group discussion rooms for all states where working conditions initiatives are currently being conducted (North Carolina, Colorado, Kansas, Arizona, Ohio, Virginia, Mississippi and Nevada).

By becoming a member of this community, which entails no cost or commitment, users will have access to:

- **online conversations** with educators from schools that data indicate have positive working conditions and high student achievement;
- **interactive materials** such as PowerPoint presentations, archived conversations and other guides and materials that can help communities analyze data as well as consider and implement working conditions reforms;
- **online polling and surveys** through the website to better gauge the utility of the resources; and
- **regular newsletters and updates** on activity related to working condition issues.

How to Get Involved: The teacher working conditions community is located in CTQ's building on Tapped-In, a

introduction

all recommendations

district office

community

principals

teachers

policymakers

teachers

Teacher Working Conditions Toolkit

Teacher working conditions are student learning conditions



data analysis	time	leadership	empowerment	prof development	facilities & resources
-------------------------------	----------------------	----------------------------	-----------------------------	----------------------------------	--

Time

Before considering the recommendations below, we recommend that toolkit users first read the [introduction](#) explaining why time matters for improving teacher working conditions and student learning conditions.

Recommendation One:

Structure the school day to allow sufficient time for direct planning, productive collaboration with colleagues, and overlapping time for mentors and mentees, all embedded within the school day. - [Resources and strategies for districts](#)

Recommendation Two:

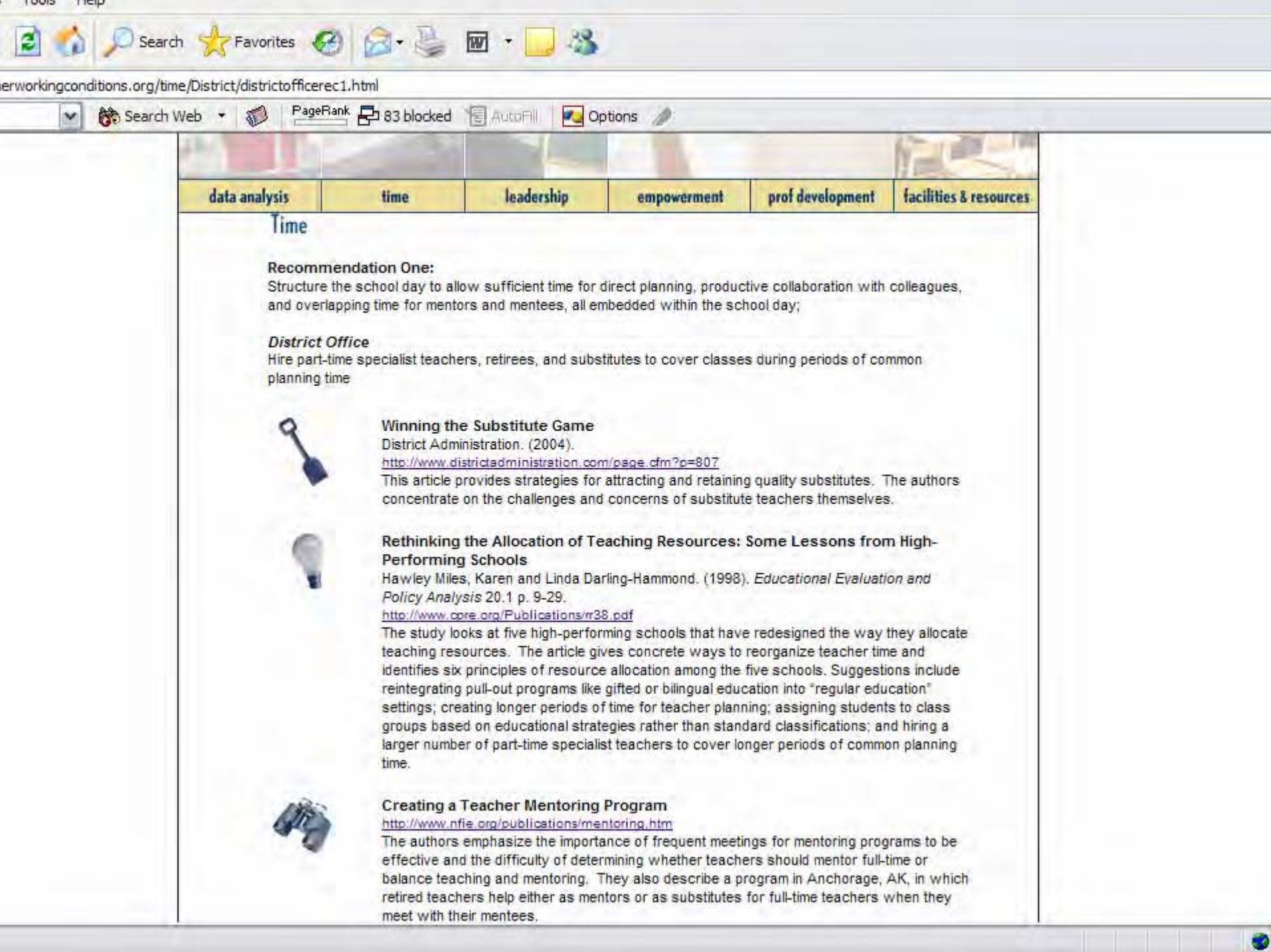
To the greatest extent possible, protect teachers from non-essential duties that interfere with teaching by creating a system that allows community members, administrators, or other qualified adults to assume some of the extra-curricular duties traditionally performed by teachers. - [Resources and strategies for districts](#)

Recommendation Three:

Structure the school/district calendar to allow for meaningful professional development activities embedded throughout the school year. - [Resources and strategies for districts](#)

Recommendation Four:

Create school processes and infrastructure that are responsive to teacher concerns about time and other impediments that limit available time to meet the educational needs of all students (class size and student loads). - [Resources and strategies for districts](#)



data analysis	time	leadership	empowerment	prof development	facilities & resources

Time

Recommendation One:

Structure the school day to allow sufficient time for direct planning, productive collaboration with colleagues, and overlapping time for mentors and mentees, all embedded within the school day;

District Office

Hire part-time specialist teachers, retirees, and substitutes to cover classes during periods of common planning time



Winning the Substitute Game

District Administration. (2004).
<http://www.districtadministration.com/page.cfm?p=807>

This article provides strategies for attracting and retaining quality substitutes. The authors concentrate on the challenges and concerns of substitute teachers themselves.



Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools

Hawley Miles, Karen and Linda Darling-Hammond. (1998). *Educational Evaluation and Policy Analysis* 20.1 p. 9-29.
<http://www.cpre.org/Publications/rr38.pdf>

The study looks at five high-performing schools that have redesigned the way they allocate teaching resources. The article gives concrete ways to reorganize teacher time and identifies six principles of resource allocation among the five schools. Suggestions include reintegrating pull-out programs like gifted or bilingual education into "regular education" settings; creating longer periods of time for teacher planning; assigning students to class groups based on educational strategies rather than standard classifications; and hiring a larger number of part-time specialist teachers to cover longer periods of common planning time.



Creating a Teacher Mentoring Program

<http://www.nfie.org/publications/mentoring.htm>

The authors emphasize the importance of frequent meetings for mentoring programs to be effective and the difficulty of determining whether teachers should mentor full-time or balance teaching and mentoring. They also describe a program in Anchorage, AK, in which retired teachers help either as mentors or as substitutes for full-time teachers when they meet with their mentees.

CTQ Reception : Welcome

Display all of this room's resources (notes, files, and links) as a [text file](#) in a new window.

Welcome

Welcome to the **Virtual Learning Community** for The Center for Teaching Quality (CTQ). A project supported by our partners at the BellSouth Foundation and BellSouth North Carolina.

The **featured passageways** (scroll down) will help you navigate to all the floors in our virtual building.

Moving Day

Make yourself comfortable and take a look around. We are in the process of moving in so our rooms aren't quite ready for public display. But this is the soon to be announcement area for all the activity that will take place in our virtual building. You're bound to bump into someone you know. And check back soon to see all the exciting activities and discussions we will be offering.

To Join a Group

To request to join a group click on the CTQ tab. Then click the Groups tab. Then click on the Group name. You will see the place to make your request. Moderators will then approve your request and add you to the group.

Questions

If you have any questions about this environment do not hesitate to contact our Tapped In community organizer - Sheryl Nussbaum-Beach at snbeach@cox.net

If you would like to know more about CTQ please email contactus@teachingquality.org

BellSouth Foundation's Generous Support...



Through the generous support of the BellSouth Foundation North Carolina, CTQ has had the opportunity to staff the No Teacher Working Conditions Advisory Board (appointed by the present findings from data analysis across the state, region nation; create the teacher working conditions toolkit; and improve understanding of working conditions through this interactive environment.

Our Vision



The Center for Teaching Quality improves student learning through developing teacher leadership, conducting research and engaging various communities

To accomplish this mission, the Center for Teaching Quality strives to shape policies that ensure:

- **Students**, no matter what their background or where they go to school, are ready to learn;
- **Teachers** who are caring, qualified, and competent with vast content knowledge through quality preparation and ongoing development and support, to ensure that all students can learn; in
- **Classrooms** that have adequate resources and provide environments conducive to learning.

Here
 Online

AngieFD	TI_3_Lby	▲
ChasmilGst1	ASO	
DebraAW	TI_Reception	☰
EricHi	EricHi_Ofc	
JamesBR	DocSueCoP_Ofc	
JeffC	TI_Reception	
JeffE	DocSueCoP_Ofc	

You are in EricHi_Ofc, TappedIn campus Actions... ▾

Welcome to Tapped In!
 HelpDesk staff are usually online between 8 am and 8 pm PST in the Tapped In Reception, and are happy to help you. If someone bothers you, type /ignore <username> to not hear them, and tell the HelpDesk.
 EricHi entered the room.

Welcome Nevada Educators!
 Nevada is the first state to conduct a 2006 working conditions survey. Educators will participate in the survey from January 13 - February 9. Details regarding the survey and the broader initiative in Nevada can be found on the featured link section below. We welcome all Nevada educators to our virtual community and hope it contributes to your efforts to improve working conditions.

Where Are Initiatives Being Conducted?
 Working Conditions initiatives are being conducted in several states. (North Carolina, Colorado, Kansas, Arizona, Ohio, Virginia, Mississippi and Nevada) Each state has a group room to support the work taking place.

To Join a Group
 Any CTQ member may request to join a group. To request to join simply click on the CTQ tab. Then click the Groups tab. Then click on the Group name. You will see the place to make your request. Moderators will then approve your request and add you to the group.

This is the lobby for the CTQ Working Conditions Groups Floor, the 3rd floor of the CTQ Building. You can browse a list of all the rooms [on this floor](#).

- What Can You Do Here?**
- **Participate in online conversations** with educators and principals from schools that data in positive working conditions and high student achievement. These conversations could be with your own state or globally with any of the states involved in the Working Conditions initiative.
 - **Take a poll or survey** to help us better gauge our resources.
 - **Register for newsletters** and to receive other information related to working conditions and quality, listservs, etc.
 - **Share and post** materials such as PowerPoint presentations, archived conversations and other materials that can help communities analyze data as well as consider and implement working reform.

What We are Doing...

The Center for Teaching Quality (CTQ) is currently working with states and school districts across the country to assess teacher working conditions. These reform efforts are allowing individual districts and schools to understand and improve the conditions under which teachers work and ultimately decrease teacher turnover and increase student achievement.

To study teacher working conditions, CTQ surveys those whose opinion matters most on these issues: the teachers themselves. Teachers are asked questions about time, facilities and resources, employment, leadership and professional development -- all shown to have an impact on whether teachers stay in the profession and, most importantly, whether students learn.

Featured Items

Take a look at these:

- Links**
- [Education Week Article on TWC](#)
 - [NC Policy Briefs](#)
 - [Nevada- Working Conditions Initiative](#) Nevada begins their working conditions initiative on January 13, to read more about the work ongoing in Nevada, click here
 - [The Teacher Working Conditions Toolkit](#) CTQ developed The Teacher Working Conditions Toolkit to help communities and schools better understand and respond to the data from the 2004 Teacher

A statistical analysis is conducted using these survey results, along with other data sources (such as student achievement as indicated by AYP and state school improvement measures, school size, teacher turnover, percent minority students, and percent of students on free and reduced lunch). This analysis allows researchers to make connections between working conditions, student achievement and teacher turnover to provide customized reports to schools and districts about the status of working conditions in their schools.

CTQ developed The Teacher Working Conditions Toolkit to help communities and schools better understand and respond to the data from the 2004 Teacher Working Conditions Survey. The Toolkit helps schools identify effective strategies for achieving school reform. Its many resources include examples of schools that have addressed teacher working conditions successfully, checklists and concrete ideas to provide a starting point on working condition reforms, and background research to give users some theoretical support in identifying school reform strategies. The tool is organized for the needs of various role groups including community members, teachers, principals, district officials and policymakers

Here Online You are in CTQ3_Lby, TappedIn campus Actions...

AbirA	DocSueCoP_Of	EricHi entered the room.
AllisonP	DocSueCoP_Of	
AmyBer	DocSueCoP_Of	
ChasmilGst1	ASO	
DebraAW	MathEdTech_Gr	
EricHi	CTQ3_Lby	
Jacquelym	RSP_ID_IM	

[Link](#) : Welcome

of this room's resources (notes, files, and links) as a  [text file](#) in a new window.

Welcome to the North Carolina Teacher Working Conditions Room

Welcome to the North Carolina Working Conditions group. The 2006 North Carolina Working Conditions survey is the third iteration of the effort - following efforts in 2002 and 2004. North Carolina has been at the forefront of this effort, as the first state to undertake such an effort. The state has benefited from the leadership and support of Governor Mike Easley, the North Carolina National Teaching Standards Commission, the North Carolina Association of Educators, BellSouth Center for Teaching Quality. The learning from previous TWC initiatives have been discussed and are detailed on some of the links and files below.

This group will provide educators and other stakeholders committed to improving working conditions with a chance to build and expound on learnings from the survey in an interactive environment.

Scroll down the page for newly featured links, discussions and posts related to the ongoing working conditions effort in North Carolina.

Group members can see and join this group.

Join the group room for  [North Carolina](#) (CTQ :  [CTQAdmin](#))

Featured Items

Look at these:

[2006 North Carolina TWC Survey](#)

[Brief](#)

[Full Report](#)

[About.pdf](#)


[Rationale for the Initiative](#)

[In-Depth.pdf](#)

[Recommendations.pdf](#)

Discussions

[Discussion](#) posted by  [Sheryl Nussbaum-Beach](#) 

[Discussion](#) posted by  [CTQAdmin](#)

How it all began...



"For every student in North Carolina, a knowledgeable, skilled teacher... a star in every classroom"

For virtually any business or organization, the conditions in the workplace affect their satisfaction and productivity. Yet while businesses often seek to improve satisfaction, many schools often struggle to address critical issues such as isolating teachers in classrooms with closed doors, denying them basic materials, inundating them with non-essential duties, providing them with little input into the organization of schools, and offering little opportunity for career advancement and growth. Such conditions are closely related to teacher turnover and difficulty in retaining teachers.

Under the leadership of Governor Mike Easley, North Carolina became the first state to study teacher working conditions by surveying those whose opinions matter most - the teachers themselves. First in 2002, and again in 2004, teachers were asked about their facilities and resources, empowerment, leadership and professional development, and the impact on whether teachers stay and students learn.

Governor Easley's Teacher Working Conditions Initiative provides North Carolina with a unique opportunity to make data driven decisions about improving working conditions and thereby student achievement, through the creation and support of a strong teaching force in every classroom across the state. By surveying teachers and gathering data has been gathered to provide customized reports to schools and districts about working conditions in their respective schools. These data are essential as they vary in different places and have distinct priorities for improving working conditions.

 Here

 Online

You are in IIC_Grp, TappedIn campus

Actions...

EricHi

EricHi entered the room.

Final Issues and Thoughts

- How will you share/publicize the availability of data throughout your district and when?
- What support can be offered to help better understand results at the building and district level?
- How can this data be used constructively and what safeguards can be put in place to ensure it is used properly?
- What is the timing of data submission from the district for further research and analyses



**Where teachers are central to
improving schools**

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Chapel Hill, North Carolina 27514
(919) 951-0200
ehirsch@teachingquality.org

www.teachingquality.org

www.teacherworkingconditions.org

www.teacherleaders.org

Arizona results and info: www.aztwc.org

Attachment 8: SAHE

On January 8, 2002 President George W. Bush signed into law the reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA), the *No Child Left Behind Act of 2001*, P.L. 107-110 (NCLB). The Improving Teacher Quality (ITQ) Grant Programs (Title II) are a major component of the NCLB legislation. These programs encourage scientifically based professional development as a means for improving student academic performance. As schools are responsible for improving student learning, it is essential to have highly qualified teachers leading the way.

Under Part A of Title II, funds are made available for state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. The state agency for higher education, the Arizona Board of Regents (ABOR), working in conjunction with the state educational agency, the Arizona Department of Education (ADE), is authorized to use the funds to make subgrants, on a competitive basis to eligible partnerships.

Funds to eligible partnerships are awarded under the guidelines described in the approved Request for Proposal (RFP). Partnerships between an institution of higher education with teacher education, a college of arts and sciences, and high need school districts are at the foundation of these efforts. The focus of the funded projects are on the core subjects defined as arts, music, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts, and science. The partnerships are to use the funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction.

Descriptions of the six accepted proposals are as follows:

ITQ Grant Application Data

Grant. #1

Project Title: **Coconino Content Literacy Coaching Program**

Proposed Project Length: 1 year

Content Area: Language Arts/English
Mathematics
Technology for Educators
Science
Social Studies

Total Amount Requested: \$127,086

Participating LEA's, Coconino County Superintendent of Schools on behalf of:

- Fredonia Elementary School
- Christensen Elementary
- Killip Elementary
- Leupp Elementary
- Thomas Elementary
- Tuba City Intermediate School

- Mount Elden Middle School
- MESA Charter School
- Tuba City Middle School
- Coconino High School
- Fredonia High School

Summary:

This project targets nine high need schools in Coconino County to provide graduate level university course work to school-based teams of teachers and on-site training and coaching in implementing upper grade content reading strategies. Forty participating teachers will earn six graduate hours toward a reading endorsement, becoming more highly qualified to meet the academic literacy needs of their students. Course work will be offered on-site through a coach/mentor, who will be supported by a master teacher program facilitator and the principal investigator from the Northern Arizona Writing Project through site visits, co-teaching and quarterly seminars for mentors. Coaches will also provide three school-wide workshops, demonstrating content literacy strategies for all staff and highlighting the program at each school. A spring content literacy symposium, a web-page of best practices lessons, and videos of participant classroom activities will provide accountability and sustainability, assisting in project dissemination. The Northern Arizona Writing Project, the College of Arts and Letters, and the College of Education at Northern Arizona University along with the Coconino County Superintendent of Schools Education Service Agency on behalf of a consortium of high need schools have partnered to develop this proposal.

Grant #2

Project Title: **Improving the Quality of Arizona Teachers of Physics, Chemistry, Physical Science and Mathematics**

Proposed Project Length: 2 years

Content Area: Mathematics
 Technology for Educators
 Science

Total Amount Requested: \$400,000 (\$200,000 per year)

Participating LEA's:

- Phoenix Union High School District (the principal high-need LEA)
- Some of the feeder elementary districts
- Many urban, rural, and suburban schools in Arizona

Summary:

Seventy-five Arizona high school teachers of physics and chemistry and urban Phoenix eighth and ninth grade teachers of science and mathematics will participate each summer for two years in one of several three-week summer modeling workshops and other content courses in the physical sciences with mathematical modeling, and three full-day follow-up sessions each year. Teachers will improve their pedagogy by incorporating the modeling cycle, Inquiry methods, critical and creative thinking, cooperative learning, and

sound use of classroom technology. They will acquire a deep understanding of Arizona standards-based content. Modeling workshops include thematic strands in scientific modeling, structure of matter, energy and use of computers as scientific tools, as well as discipline-specific content in the physical sciences. Mathematics instruction is coupled to these strands through an emphasis on mathematical modeling. Increased content knowledge and better instructional strategies of teachers will result in measured improved learning of students. Horizontal and vertical coordination of science and mathematics will be enhanced, out-of-field teachers will become more highly qualified, high-need LEAs will be served, and high school teachers will improve content understanding needed to teach rigorous advanced physics and chemistry courses.

GRANT #3

Project Title: **ECISST: Early Career Induction Support for Science Teachers**
Proposed Project Length: 3 years

Content Area: Science

Total Amount Requested: 199,102

Participating LEA's:

- o Tucson Unified School District (Tucson)
- o Sunnyside Unified School District (Tucson)
- o Santa Cruz County Schools (Southern Arizona)

Summary:

ECISST is a professional development program designed to improve the quality of science teaching and decrease new teacher attrition by creating a supportive and vibrant community of practice. Constructed upon a foundation of research in teacher education, this community bridges the gap between preservice teacher preparation and the crucial first three years of a science teacher's career by connecting master science teachers and early career teachers under the guidance of University faculty. There are two distinctive features of the ECISST Program. The first is to provide monthly workshops for teacher-participants that focus on developing realistic, short-term solutions to teachers' concerns as well as enhancing teacher-participants' pedagogical and planning skills. This component also includes a summer workshop on short-and long-term planning for early career teachers and a workshop on effective mentoring for master teachers. The second component is a "teaching-exchange program" where the project manager, who is a master teacher, visits the classrooms of early career teachers and provides constructive feedback, and early career teachers visit the classrooms of master teachers. The program is designed for early career middle and high school science teachers in our partner high-needs schools in the southern Arizona region.

Grant #4

Project Title: **Biotechnology for Teachers: A Link Between Content and Real-World Application**
Proposed Project Length: 3 years

Content Area: Technology for Educators
Science

Total Amount Requested: Year 1: 122,264
 Year 2: 147,668
 Year 3: 150,900

Participating LEA's:

- Tuba City Unified District
- Chino Valley Unified District
- Mesa Unified District

Summary:

Biosciences and technology are a growing priority statewide. Leaders worry that the next generation is unprepared for the emerging bioscience economy while teachers express concern that high school students lack the knowledge to pass upcoming statewide tests. Professional growth opportunities for high school science teachers in science and technology are key elements to address these concerns. The colleges of Education and Engineering and Natural Science at Northern Arizona, the Translational Genomics Research Institute (GEN), and several High Need LEAs propose a strong collaboration: Biotechnology for Teachers: A Link Between Content and real-World Application, to provide such opportunities through a three-year sequence of coursework in biology, biotechnology and science education. The 24 credit coursework includes: distance-learning courses, hands-on laboratories, and pedagogy meetings. Throughout, teachers will update relevant content knowledge, extend knowledge to laboratory applications, and create differentiated standards-based life science lessons to implement in their classrooms. Professional biotechnology experts will discuss current research, career opportunities for students, and essential skills for student achievement. To promote sustainable school programs, partners will mentor teachers as they design biotechnology laboratories and seek essential equipment. Through this program, teachers will be prepared to help students achieve in the biosciences and pursue careers in the bioscience industry.

Grant #5

Project Title: **Science Content Support for Teachers: The Master of Arts in Science Teaching Program at Northern Arizona University**

Proposed Project Length: 1 year (Year 3 of a 3 year project)

Content Area: Science

Total Amount Requested: 200,000

Participating LEAs:

- McNary Elementary District
- Colorado City Unified District
- Sunnyside Unified District
- Ganado Unified District
- Cartwright Elementary District
- Phoenix Union HS District
- Yuma Union High School District
- Tucson Unified District
- Cottonwood-Oak Creek Elementary District
- Lake Havasu Unified District
- Humboldt Unified District
- Clarkdale-Jerome Elementary District

- St. John Unified District
- Beaver Creek Elementary District
- Flagstaff Unified School District
- Queen Creek Unified District
- Wickenburg Unified District
- Mesa Unified District
- Tolleson Union High School District
- Litchfield Elementary District
- Paradise Valley Unified
- Deer Valley Unified District
- Kyrene Elementary District

Summary:

Arizona has one of the lowest US percentages of science teachers who meet the Highly Qualified (HQ) criteria defined by NCLB. This proposal requests year 3 funding for a 3 year project where NAU designed and institutionalized a Master of Arts in Science Teaching degree, thereby establishing a long-term mechanism for assisting science teachers to reach HQ status. Program partners include four science departments in the College of Engineering and Natural Sciences (Biological Sciences, Chemistry, Geology, and Physics & Astronomy), two units in the College of Education (Department of Teaching & Learning, and the Center for Science Teaching & Learning), and 37 Arizona science teachers (14 from high need LEAs). Essential program features include a coordinated set of science and education courses offered in the summer and designed specifically for secondary science teachers (grades 6-12); program configurations that support interdisciplinary pathways; and tuition waivers for the current cohort. This initial cohort will graduate with MAST degree in December 2006 and all teachers will meet the criteria for HQ. The goal of creating a self-sustaining program appears to have been realized, offering a much needed program for Arizona's science teachers.

* * * * *

Grant #6

Project Title: **Mentoring Quality Math Instruction**

Proposed Project Length: 3 year

Content Area: Mathematics

Total Amount Requested: 199,810 per year

Participating LEAs:

- Liberty Elementary School District
- Pendergast Elementary School District
- Agua Fria Union High School District
- Fowler Elementary School District
- Tolleson Elementary School District

Summary:

This project involves the NAU College of Education, College of Engineering and Natural Sciences, and five school districts impacting 31 schools, 420 beginning teachers, 28 full-time mentors and 12,600 students. Integrating a research-based teacher induction program (Horn & Sterling, 2002) with a research-based mathematics instructional program (Shamatha, Wiburg & Jorgenson, 2003), the project builds the capacity of highly trained mentors to improve

mathematics teaching and learning in the classrooms of beginning teachers thus increasing mathematics student achievement. The NAU Teacher Induction Program (TIP@NAU) will provide a comprehensive foundation for teachers just entering the profession through extensive training for mentors and professional development for beginning teachers in all aspects of classroom performance. The NAU Mathematics and Statistics Department will provide the mathematics course work (tuition-waived), professional development, and ongoing support for mathematics instruction as the academic focus. The mathematics component of beginning teacher professional development uses Lesson Study (Stigler & Hiebert, 1999) as a professional development model to implement research-based practice. Both components align curricular standards (Arizona Mathematics Academic Standards, 2006) and objectives to instruction resulting in more effective mathematics teaching and learning (Kilpatrick, Swafford & Findell, 2001). During this three year program, emphasis will be on mentoring quality mathematics instruction.

Attachment 9: Pinal Post-Baccalaureate Program

Overview

The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. The program was developed in collaboration with the Arizona Department of Education, the Mexican Consul General's office and school districts in Pinal County in order to recruit, train and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms. Pinal School District Superintendents will be asked to employ successful participants for a three-year period and partake in a comprehensive mentorship program.

The concept was formed in an effort to provide a stable, well-trained quality teacher workforce in a county that has had difficulty historically in attracting and retaining teachers. In some districts, at least 50% of teachers hired annually are from other states, and often leave for other teaching positions in metropolitan areas or leave teaching after a year or two in local school districts. Prioritizing teachers who have experience in Latin-American Countries became an emphasis when it was realized that the Hispanic school population is predicted to reach 50% by 2010, with a significant number in need of English Language instruction. Currently, 12% of Pinal County Teachers are Hispanic.

Program of Instruction

The curriculum has been developed in partnership between Central Arizona College, who will provide 12-15 hours of foundation classes in Education and Arizona State University's Polytechnic and Tempe campuses, where they will provide graduate level classes leading to a master's degree in Education along with the experiences required for the state's Provisional Structured English Immersion certification. Classes are scheduled to begin starting the Fall semester at Central Arizona College.

The "BEST" mentorship will be included as a program component to ensure that candidates have every opportunity to develop into highly qualified professional educators; and also as a critical component for those candidates who qualify to receive a Teacher Internship Certificate, available following one year of program completion. This will allow participants to serve as teachers of record in Pinal County school districts while completing their education. Although focused on teachers from Latin America, the program is also available to any candidate possessing a valid Bachelor's Degree, its equivalent or greater from any accredited institute of higher education. Transcript reviews will be available, if necessary. Candidates must be fluent in English and have attained legal residency or qualify as a documented alien.

Additional program information can be obtained from Dr. Bette Bergeron, ASU Polytechnic campus, (480) 727-1303, bette.bergeron@asu.edu or Dr. Marjorie Schiller, Central Arizona College, (520) 426-1935, Marjorie_schiller@centralaz.edu.

TEACH + ME
Post-Baccalaureate in Elementary Education
Offered through CAC and ASU

Program Information

- Coursework must be completed with grades of B or better in each course to continue with the program.
- Field Experiences in Year One must include a minimum of 120 hours of supervised experience in the classroom, each semester.
- It is expected that all field experience, interning, and student teaching be held at school sites in Pinal County.
- ASU courses are completed through ASU, but most will be located at CAC.
- Students must apply to ASU Polytechnic Education and the Graduate College (M.Ed. degree in Curriculum & Instruction, Professional Studies concentration).
- Italicized courses can be applied to the Master's degree.
- *Students should also complete the AZ and US constitution requirements prior to the completion of Year Two. These courses would also be completed through CAC.*

YEAR ONE

Fall, 2006			
MAT 201	Math for Education Majors I	3 cr.	CAC
MAT 202	Math for Education Majors II	3 cr.	CAC
EDU 221	Introduction to Education	3 cr.	CAC
EDC 230	Cultural Values in Education	3 cr.	CAC
EDU 276	Child Development	3 cr.	CAC
EDC 474	Field Experience	1 cr.	ASU
Spring, 2007			
EDU 222	Introduction to Special Education	3 cr.	CAC
EDC 460	Principles of Curriculum	3 cr.	ASU
EDC 405	Classroom Management	3 cr.	ASU
<i>EDC 560</i>	<i>Principles of Instructional Technology</i>	<i>3 cr.</i>	ASU
EDC 474	Field Experience	1 cr.	ASU
Summer, 2007			
<i>ELL 515</i>	<i>SEI Methods for ELLs</i>	<i>3 cr.</i>	ASU
<i>EDC 565</i>	<i>Research-Based Phonics for K8 Classroom</i>	<i>3 cr.</i>	ASU

Option A

Features of Option A:

- ❑ Participants will be under contract as a full-time teacher of record with a Pinal district.
- ❑ Participants will be issued an Intern Certificate.
- ❑ The Intern Certificate is only valid for two years, and is only valid in the district in which the participant is assigned.
- ❑ Participants will participate in the BEST mentoring program for two years.
- ❑ Students will need to successfully pass the Elementary Content portion of the AEPA before being issued an Intern Certificate.
- ❑ Students will be eligible for a Provisional Certificate after successfully completing the two year interning program and both the Content and Professional Knowledge portions of the AEPA.
- ❑ Students would complete the requirements for their master’s degree at the end of Year Three.

YEAR TWO

Fall, 2007			
<i>DCI 511</i>	<i>Establishing Effective Teaching Practices</i>	<i>3 cr.</i>	ASU/BEST
<i>RDG 505</i>	<i>Developmental Reading</i>	<i>3 cr.</i>	ASU
EDC 484	Student Teaching	3 cr.	ASU
Spring, 2008			
<i>DCI 512</i>	<i>Developing Strategies for Teaching Practice</i>	<i>3 cr.</i>	ASU/BEST
EDC 495	Math Instruction in the K8 Classroom	3 cr.	ASU
EDC 484	Student Teaching	3 cr.	ASU
Summer, 2008			
EDC 485	Science Instruction in the K8 Classroom	3 cr.	ASU
<i>EED 538</i>	<i>Teaching Social Studies with Literature</i>	<i>3 cr.</i>	ASU
<i>SPC 598</i>	<i>Inclusionary Practices</i>	<i>3 cr.</i>	ASU

YEAR THREE

Fall, 2008			
<i>DCI 520</i>	<i>Teaching Standards Applied to Prof. Practice</i>	<i>3 cr.</i>	ASU/BEST
<i>COE 501</i>	<i>Introduction to Research*</i>	<i>3 cr.</i>	ASU
EDC 484	Student Teaching	3 cr.	ASU
Spring, 2009			
<i>ELL 516</i>	<i>Advanced SEI Methods</i>	<i>3 cr.</i>	ASU
<i>DCI 593</i>	<i>Applied Project*</i>	<i>3 cr.</i>	ASU
EDC 484	Student Teaching	3 cr.	ASU

**Courses marked with an asterisk may have sessions at the Polytechnic campus*

Total Credits—Option A

CAC	18 credits
ASU/non-graduate	26 credits (includes student teaching)
ASU/graduate	36 credits

Option B

Features of Option B:

- ❑ Participants will not enter into a contract with a district, but will instead complete a more traditional student teaching experience that will spread out over two semesters.
- ❑ Participants will be eligible for state certification prior to year three, pending successful completion of both the Elementary content and Elementary Professional Knowledge portions of the AEPA.
- ❑ Students would begin the BEST mentoring program in Year Three, and would be expected to continue with this program in the following year.
- ❑ Students would complete the requirements for their master's degree at the end of Year Three.

YEAR TWO

Fall, 2007			
EDC 485	Science Instruction in the K8 Classroom	3 cr.	ASU
<i>RDG 505</i>	<i>Developmental Reading</i>	3 cr.	ASU
EDC 484	Student Teaching	6 cr.	ASU
Spring, 2008			
EDC 495	Math Instruction in the K8 Classroom	3 cr.	ASU
<i>EED 538</i>	<i>Teaching Social Studies with Literature</i>	3 cr.	ASU
EDC 484	Student Teaching	6 cr.	ASU
Summer, 2008			
<i>SPC 598</i>	<i>Inclusionary Practices</i>	3 cr.	ASU
<i>ELL 516</i>	<i>Advanced SEI Methods</i>	3 cr.	ASU

YEAR THREE

(Participants are fully certified at this time, and can be employed as full-time classroom teachers under a Provisional certificate)

Fall, 2008			
<i>DCI 511</i>	<i>Establishing Effective Teaching Practices</i>	3 cr.	ASU/BEST
<i>COE 501</i>	<i>Introduction to Research*</i>	3 cr.	ASU
Spring, 2009			
<i>DCI 512</i>	<i>Developing Strategies for Teaching Practice</i>	3 cr.	ASU/BEST
<i>DCI 593</i>	<i>Applied Project*</i>	3 cr.	ASU

**Courses marked with an asterisk may have sessions at the Polytechnic campus*

Total Credits—Option B

CAC	18 credits
ASU/non-graduate	26 credits (includes student teaching)
ASU/graduate	33 credits

Attachment 10: CTE Education Professions Program

Program Description:

The Education Professions program is designed to prepare students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to articulate with the Introduction to Education courses at the community college and para-professional preparation programs. In addition to technical skills, students completing this program will develop advanced critical thinking skills, enhanced academic skills, develop civic responsibility, understand education as a consumer, and develop employability and leadership skills. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning and the student organization, Future Educators of America (FEA.)

Program Rationale:

The Morrison Institute for Public Policy conducted a research study focused on teacher supply and demand in Arizona in 2002 and published the findings in January 2003. According to the study “Arizona’s teacher supply is in a delicate balance with the demand for new teachers. From 2006 to 2010 there will be on average about 1.2 applicants per new teaching position each year-with shortfalls likely in specific locations (especially fast-growing rural school districts) and in certain subject-matter areas (such as special education and LEP programs).....” One recommendation of the study to meet the increased need is “Increase production of teacher graduates at Arizona training institutions.” (*Is There a Teacher Shortage? Demand and Supply in Arizona* Morrison Institute for Public Policy, Arizona State University January 2003)

The Arizona Department of Education began development of the Education Professions Program in 2002 as a collaborative effort between Career and Technical Education, Exceptional Student Services and Academic Achievement. The intent is to help build a pipeline between potential education students still in high school to the post secondary institution’s teacher preparation programs. It is the intent of this program to offer direction for a viable career path in the field of education for high school students, complete with post secondary articulation possibilities, help address the growing need for teachers and other education professionals that is sure to increase due to the educational requirements outlined in “*No Child Left Behind*”, “*ESEA*” and “*IDEA*” and provide students with tutor/mentoring opportunities. The program standards were developed through a large curriculum development team consisting of representatives from university teacher preparation programs, community college teacher preparation programs, district administrators, education professional organizations and classroom teachers. Careful attention was given to aligning the secondary program with the post secondary teacher preparation requirements in order to better prepare high school students for success once they enter the post secondary teacher preparation pipeline.

Program Structure:

Education Professions follows the basic format of all Arizona Career and Technical Education programs currently funded in Arizona under the Carl D. Perkins Vocational Technical Education Act of 1998.

- **Requires a three level instructional sequence:**
 - ✓ **Level I Technological Foundations:** addresses 7th and 8th grades introducing them to basic career exploration. Most middle schools in the state currently offer this course
 - ✓ **Level II Life Connection:** addresses 9th and 10th grades with human development, interpersonal communications, and work place skills. Most high schools in the state currently offer this course.
 - ✓ **Level III Education Professions:** will address 11th and 12th grade students who are interested in pursuing a career in education. The course will cover specific careers in education, expose students to education structure, theory, pedagogy, learning styles, methodology, as well as provide a hands-on experience with children in a learning environment.
- Provides opportunities for students to participate in a secondary level student organization such as *“Future Educators of America”*
- Must comply with established CTE Performance Measures
- Must have an appropriately certified teacher
- Requires a work-based learning experience

By school year 2007-2008 the program will convert to a new delivery system that will be a two phase delivery system consisting of Career Exploration and Career Preparation. The Career Preparation phase will continue to be a two Carnegie Unit requirement and address 11th and 12th graders with the same program description as above. An opportunity for a third Carnegie Unit in the form of a work-based internship will be added at the Career Preparation level.

Education Professions began to enroll students during the school year 2003-2004. The statistics for the program are:

School Year 2003-2004

Number of Schools reporting enrollment: 42

Level III Education Professions Program Enrollment: 625 students.

*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:

Male: 113 Female: 512

Grade Level:

9th graders: 0 10th graders: 39 11th graders: 282 12th graders: 304

*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:

White/male: 79 Black/male: 3 Hispanic/male: 17 Indian/male: 11
Asian/male: 3

White/female: 379 Black/female: 12 Hispanic/female: 91 Indian/female: 22
Asian/male: 3

***Program Concentrators:** 78

*Number of graduating seniors completing 2 Carnegie Units of the Education Professions program. Due to the fact that this was the first year of the programs existence this was only possible in the few schools that were on "block schedule" and were willing to offer the program during the fall and spring term.

***Program Placement:** 48

*Number of exiting Seniors who exited with 2 Carnegie Units of Education Professions and were either enrolled in a post secondary program or employed in the field nine months after graduating. Placement follow-up surveys are conducted nine months after a student graduates

School Year 2004-2005

Number of Schools reporting enrollment: 55

Level II Education Professions Program enrollment: 724 students.

*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:

Male: 117

Female: 607

Grade Level:

*9th graders: 0

10th graders: 45

11th graders: 286

12th graders: 393

*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:

White/male: 73

Black/male: 5

Hispanic/male: 25

Indian/male: 10

Asian/male: 4

White/female: 410

Black/female: 13

Hispanic/female: 132

Indian/female: 45

Asian/female: 7

***Program Concentrators:** 251

*Number of graduating seniors who completed 2 Carnegie Units of the Education Professions program.

***Program Completers:** 140

*Number of graduating seniors who completed at least 2 Carnegie Units of the Education Professions and at least 80% of the program competencies/standards including level I and Level II courses as outlined in this document above.

***Program Placement:**

*Placement data for students graduating May/June 2005 will not be available until mid-July 2006.

School Year 2005-2006

Number of Schools reporting enrollment: 60

Level III Education Professions Program enrollment: 733 students.

*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:

Male: 129

Female: 604

Grade Level:

9th graders: 1

10th graders: 36

11th graders: 302

12th graders: 394

*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:

White/male: 77

Black/male: 8

Hispanic/male: 24

Indian/male: 14

Asian/male: 6

White/female: 397

Black/female: 18

Hispanic/female: 128

Indian/female: 51

Asian/female: 10

***Program Concentrators:**

*Concentrator data for 2005-2006 school year will not be available until mid-July 2006.

***Program Completers:**

*Completer data for 2005-2006 school year will not be available until mid-July 2006.

***Program Placement:**

*Placement data for students graduating May/June 2006 will not be available until mid-July 2007.

Next Steps: School Districts across the state have the opportunity to add the Education Professions program to their Career and Technical Education offerings to students through either the comprehensive high school setting or the Joint Technological Education Districts (JTEDS). Additional activities are being added to the Education Professions program to help increase the students' potential of continuing on to the post secondary teacher preparation programs. Such activities include the Hunnicutt Future Educators Academy. This activity is a four day "camp" conducted collaboratively by the Education Professions program and Arizona State University. Education Professions students live on campus for the four days and attend both day and evening activities built around the profession of teaching and linking to the post secondary teacher preparation programs.

Other Initiatives: Additionally Education Profession program participates in a CCTI (College Career Transition Initiative) project in partnership with Maricopa Community College District and the National Center for Teacher Education, focused on helping Education Professions students build a "career pathway" for transitioning from secondary to post-secondary teacher preparation programs. The Initiative also supports administering the community college entrance exam (ASSET, or AcuPlacer) to first semester high school juniors enrolled in the Education Professions Program. This is an effort to help high school students identify deficiencies that may impede their entering college early enough to address and remediate them while in high school. The Initiative supports dual credit options when applicable. Through the College Career Transition Initiative multiple opportunities are created to connect high school students with the post secondary institutions and teacher preparation programs.

Best Practices

**Cross Unit
Communication
Team**

*Standards Based
Teaching &
Learning*

*Improvement
School*

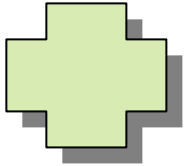
State Intervention

Defining the Purpose

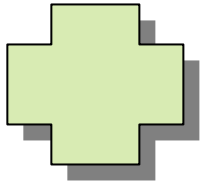


To create an understanding of how the various units within ADE can work together, eliminate duplication of effort through better communication and thereby provide the best support possible to schools and district staff.

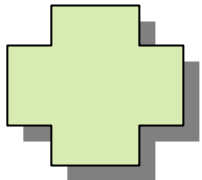
Current School Effectiveness Services



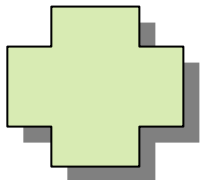
Best Practices = Visits from Educational Technology + Safe Schools & Prevention + 21st Century



State Intervention = Visits for AZ LEARNS Failing to Meet Academic Standards + Title 1 Corrective Action + Title 1 Planning for Restructuring + Title 1 Restructuring Implementation



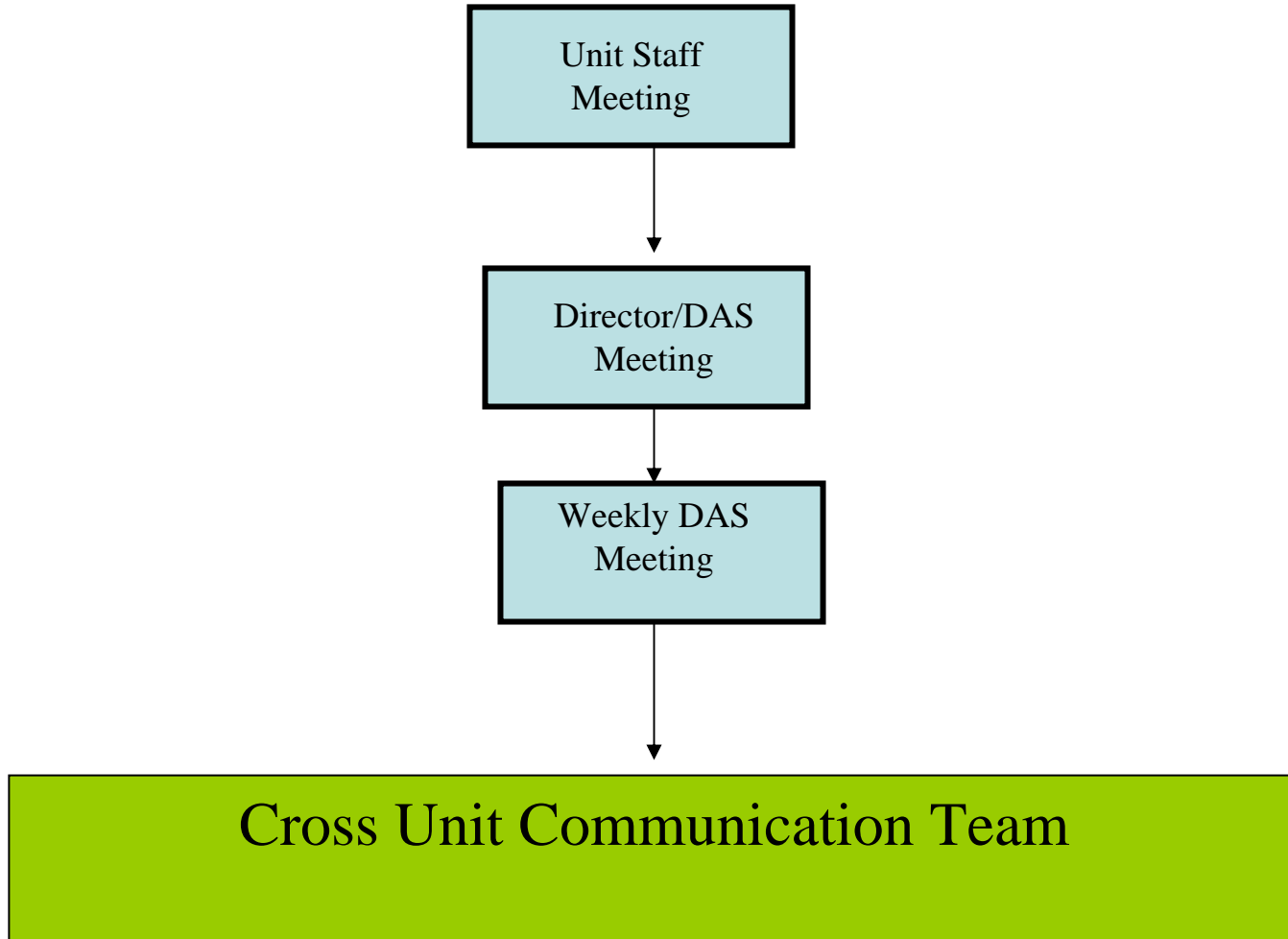
Standards Based Teaching & Learning = Visits from Reading 1st + Math & Science Partnership Grants



School Improvement = Visits for AZ LEARNS Underperforming (ASSIST Coaches) + Title 1 School Improvement (NCLB Coaches) + Title 1 Districts Improvement + Wallace Grantees

How Will This Team Look?

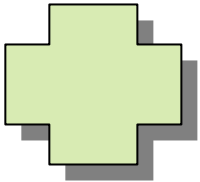
Proposed 2/14/06



How The Team Looks Now?

As of 5/05/06

Cross Unit Communication Team



Issues and concerns are discussed, prioritized and placed on an agenda.

- Using the CUC Summary Sheet:
 - Technical assistance details are listed
 - Issues are defined
 - A plan for the level of support necessary and coordination of the support activities is determined.

Next Steps



CUC meetings to identify schools and/or districts of concern



Development of CUC agenda



Next meeting of CUC



Continued development of the CUC process



Discussion about how we report out



Discussion about how we evaluate our effectiveness

Past: Development of CUC agenda

**Coordination of
Multiple Disciplinarian Team**

Wednesday

December 28, 2005

9:00 – 10:00

ADE – Jefferson – Room 417

Origination Meeting

Tommie Miel – Team Lead

1. Purpose of Meeting

Define the intent and purpose of this team.

How will this team look?

Is this goal attainable?

2. Next Steps-

3. Date of next meeting:

**CROSS UNIT COMMUNICATION TEAM
AGENDA
04.11.06**

CUC Team Membership:

Kimberly Allen Mary Arno Larry Cox Bruce Groll Tommie Miel Denise Muller Mary Lou Naylor Brian Putnam
Pam Seitzinger Kim Strehlow Cindy Trejo

- 1.Meeting Norms**
- 2.Questions and review of meeting summary from 3/28/06.**
- 3. Division Meeting – Spokesperson for the CUC Team on May 5, 2006,**
- 4. Role clarification template**
- 5. Coolidge – Discussion of CUC Summary Sheet**

.....
 : Is there someone from your group who
 : should be invited to this discussion?
 :

Review of Schools:

- Priority List

Pinon/Window Rock

Practice with Cross Unit Communication Summary form

- Other Schools Suggested

Renaissance	Surprise Elementary	Bethune
Cesar Chavez	Sacaton	Globe
		Baboquivari
Maricopa County Regional		
Miami	Chinle	

.....
 Prioritization of school list?

Do you want to add others?

Addition to CUC Team membership

Burning questions:

Would it be helpful to our group for us to create, either at district or school level, a safe and drug free school report?

We know that we want the team lead from a particular school to attend the meeting when the school will be discussed, but how will they be invited?

Next Steps? Agenda Items

Next Meeting

April 25, 2006 – ADE – Room 121 – 10:00 to 11:30 am

Cross Unit Communication Summary Form

District: **Runaround School District**

School:

Grades Served: **K-8**

District Contact Information:

School Contact Information

Area of Responsibility:

Area of Responsibility:

Phone Number:

Phone Number:

Date: **3/3/06**

Program Areas: Reading First—9 schools, NCLB School Improvement – Title I—10 schools, 21st Century—2 schools, State Intervention—1 school, Title IV—21 schools, School safety—4 schools

(Name of ADE Contact)

Define the Issues:

● **Based upon interactions with the schools, morale is low. Leadership not identified/Lack of leadership district wide.**

● **Does the district have a meaningful and an appropriate school improvement plan, whether it is through the district or the state? The board tends to micro manage. The board must select leadership that can recognize the concerns and be able to do something about them.**

● **Information not reported with integrity-fiscal integrity (accountability). Grants may not be renewed due to failure to submit on time.**

● **Site leadership not holding teachers accountable. No district level support to allow termination for poor performing teachers. Approval obtained for some to attend “Teach for Success”. There is a lack of success due to high teacher and student turnover.**

● **Because Prevention Program Services are outsourced there is a lack of internal accountability and infrastructure for providing an orderly school environment. It is uncertain whether or not services are prioritized based on needs assessment.**

● **Curriculum development is on going. 7 out of 9 Reading First schools did not meet benchmarks/ADE has contracted with SOPRIS WEST for intense technical assistance.**

● **Technology issues hinder progress. Hardware and software is incompatible, training, if made available, is not always utilized. Operations and school do not have enough personnel to trouble shoot the problems. Inadequate staffing in the IT department, therefore, a lack of follow through in a timely manner with on site assistance. Staff doesn’t know how to use technology in the business office. Kids can’t access Accelerated Reader, Accelerated Math, and other programs.**

● **Evidence indicates that building and district leadership lack understanding of grants management process.**

Outline of Plan

1. Continue services as outlined above in Program Areas.
2. Push for district leadership to do their job. We can not do it for them.
3. Wait for new leadership to be determined.
4. Current superintendent needs to share district history with new leadership.
5. Invite new leadership to CUC meeting to share concerns listed.
6. Work with new leadership to determine most effective way to assist.

Follow-Up / Resolution:

How do we report out?



“T” drive:

Click on: *School Effectiveness*, followed by *Cross Unit Communication Team*.

Once you are there, you will find:



Agendas



CUC Tools



Minutes-Summary



Cross Unit Communication Team School Listing



CUC Team Members










Open invitation to attend upcoming CUC Meetings



May 9th and May 23rd , 10:00-11:30am

How do we evaluate our effectiveness?

-  **Measure of knowledge regarding school/district**
-  **Better equipped and more confident to serve**
-  **Providing schools with consistent message and information**
-  **Number of schools addressed and their success**
-  **Number of collaborative visits and CUC meetings**
-  **Reducing the number of times a school/district staff are
pulled away from their work**
-  **Reallocation of monies to schools that will use it more effectively**

Attachment 12: Project Initiation Document

*A Statewide Standard
Document for Information Technology Projects*

Project Title: ***The AZ Model for Identifying Highly
Qualified Teachers***



Version 0.1

Prepared by:

<i>Name</i>	<i>Luis Silva</i>
<i>Agency</i>	<i>Arizona Department of Education, Teacher Certification Unit</i>
<i>Date</i>	<i>February 2006</i>

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Section I. Business and Technology Assessment

<i>Agency Name and Address</i>	<i>Contact Name, Phone, FAX, email</i>
Arizona Department of Education 1535 West Jefferson Street Phoenix, AZ 85007	Luis Silva 602-364-3555 Luis.Silva@azed.gov

<i>Project Investment Name</i>	<i>Date</i>
AZ Model for Identifying Highly Qualified Teachers	February 2006

A. Management Summary

Complete this part last. It includes high-level summary information about the major project objectives and the specific means to accomplish these objectives. Describe the value to be realized, the resources needed, and the methods to be used for measurement. Detail information on these three key areas is described later in this section.

The purpose of this project is to identify highly qualified teachers, out-of-field teachers and teachers on waivers to improve teacher quality and student achievement. This will be accomplished by collecting honest, accurate and timely data from our school districts and charter schools.

The Arizona Department of Education, Highly Qualified Professionals proposes to create a new, user-friendly system to collect, longitudinally store and analyze teacher qualifications and teacher assignments aligned with NCLB core academic content areas.

Is this project mandated by law, court case or rule?
Yes. No Child Left Behind/Elementary and Secondary Education Act, 2001

The following table contains summary information taken from the other sections of the PIJ document.

Description	Section	Significance
Value Rating	II. A. Value to the Public	26
Economic Benefits	II. B. Benefits to the State	30
Total Development Cost	III. A. Development Costs	\$115,000 - \$345,000
Total Project Cost	III. C. Summary of Costs by Year	
Score for Risks	IV. A. Risk Summary (Maximum 37)	34

B. Proposed Changes and Objectives, “To Be”

The Arizona Department of Education, Highly Qualified Professionals Unit proposes a new IT application system for identifying Highly Qualified Teachers (HQT) and monitoring out-of-field teaching assignments. The system will aid both State and LEAs in meeting NCLB-HQT requirements, encompassing:

- Reporting complete and accurate HQT data including alignment of position codes with NCLB core academic areas
- Documenting teacher qualifications to determine highly qualified status
- Documenting out-of-field teachers, teachers on waivers, and yearly progress towards meeting Federal reporting requirements
- Generating reports to enable stakeholders at the public, local, state, and federal level to report teacher qualifications
- Consolidating highly qualified monitoring reports within the department.

C. Existing Situation and Problem, “As Is”

Accurate, reliable and timely data about teacher assignments and charter data required to comply with Federal guidelines is not available.

The Arizona Department of Education currently collects teacher assignments through the School District Employee Report (SDER). However, the position codes do not align with the NCLB core academic areas. In addition, charter schools are not required to submit this report. The frequency of submission, once a year, is insufficient for determining current teacher assignments. Finally, compliance and accuracy of the data is suspect.

The Arizona Department of Education does not currently have the means to monitor LEA progress towards meeting the requirements of NCLB. Monitoring the progress of meeting the requirements is dependent on self-reporting by teachers and building level administrators.

D. Proposed Technology

Describe hardware, software, and communications. Describe the strengths and weaknesses of the proposed solution. Describe software modules to be developed and any maintenance required. Describe the processing impact on the current environment and any enhancement or improvements that may be necessary in the future. Include any terms or conditions required by the vendor for the new technology. Describe any converting or migrating of information and the over all method, timing and costs.

SOFTWARE

- SQL Server
- Microsoft .NET Framework
- C# Programming Language
- Web Portal and Framework (Microsoft SharePoint)
- Microsoft Analysis Services (for building analysis applications, such as integrated Online Analytical Processing (OLAP) Services and data mining capabilities)
- Microsoft SQL reporting services

HARDWARE

- Web Server
- Application Server
- Storage Systems

Enterprise Architecture (EA) Technology Domain Definitions	Project EA Conformance (Yes/ No)	Non-Conformance Explanation
Network: Defines policies and standards for the State’s communications infrastructure, which includes the various topologies and protocols necessary to facilitate the interconnection of server platforms, mainframes, intra-building and office networks (LANs), and inter-building and mall/campus networks (WANs).	Yes	
Security: Identifies security technologies, policies, and standards necessary to protect the information assets of the State and to ensure isolation and confidentiality of information, integrity of data, and the availability of IT resources to the State’s workforce and citizens, as appropriate.	Yes	
Platform: Defines policies and standards for IT devices and associated operating systems, which include mainframes, mid-size computers, servers, storage devices, client platforms (PCs, workstations, PDAs, telephony, etc.).	Yes	
Software/Application: Defines policies and standards for software applications, application development tools, productivity software tools, etc.	Yes	
Data/Information: Defines policies and standards for the organization of information related to citizens, locations, and objects the State must collect, store, maintain, and access.	Yes	

E. Major Deliverables and Outcomes

Describe what your agency, internal and external customers, and the citizens of Arizona will receive as a result of the project. Describe critical factors and criteria you will use to determine project success. Deliverables include the system hardware and software, application features and functions, system enhancements that improve productivity, new or improved services provided to stakeholders.

- Collect honest and accurate data to improve teacher quality and student achievement
- Monitor and verify teacher qualification and teacher assignment data to reduce out-of-field teaching
- Monitor LEAs progress in meeting Federal NCLB requirements of 100% HQTs
- Report data back to the stakeholders
- Meet USDOE requirements for honest and accurate data and monitoring and verifying

F. Roles and Responsibilities

Provide the names, job titles and responsibilities of all the personnel involved in the project. These may include the Project Sponsor, Project Manager (Technical Project Manager, Business Project Manager), programmer, analyst, consultant(s). If new FTEs or consultants will be hired, indicate "new". You may also include a Change Management manager, and user personnel involved in acceptance testing.

Academic Achievement/Highly Qualified Professionals Unit

Jan Amator, Associate Superintendent – Primary duties will serve as liaison between Highly Qualified Professionals, Management Team, Policy Team and IT.

Patty Hardy, Director of Title II – Primary duties will serve as the Chairman of the Project Advisory Team, and will serve as the Project Director. The Project Director will provide oversight for the project and will play a prominent role in implementing project goals and objectives, and will report to the Project Advisory Team.

Luis Silva - Business Analyst will work cooperatively with the Project Director. Luis will provide IT services and facilitate the development of the HQT application.

Bonnie Betz - This position provides business analysis of the School Finance Department. Bonnie will provide invaluable expertise and support to the Project Director. She will be instrumental in defining the business goals for the underlying data submitted by LEAs regarding teacher assignments, training of district personnel and providing technical support.

Donna Campbell - This position provides invaluable expertise and support to the Project Director regarding statewide implementation of teacher quality.

Vickie Walters - The project specialist will work closely with the Project Director in implementing the project goals and objectives.

Jackie Waitman - The project specialist will work closely with our LEAs in providing technical support.

Deanna Rowe – This position will work cooperatively with ADE and Charter Holders to ensure compliance with federal reporting requirements.

IT Development Team Personnel

John Galvin, Project Manager Manages the Development Team, engages in process development, and customer education and buy-off

Helen Hugo, Business Analyst Drives the system and data analysis activities, creates specification documents, creates test plans and manages the creation of training plans and materials.

Doug McDanel, Database Administrator Builds, maintains and supports the database structure and performance.

Larry Lindain, Developers Builds, maintains, and supports the application system around the database system. Creates and reviews code.

Raymond Ferriera, QA/Tester Ensure the quality of the entire project, test the application for quality.

Project Advisory Team

The Project Advisory Team will provide ongoing oversight of the program, and will provide formative evaluative feedback throughout the project's lifecycle. A strong focus of the feedback shall be the impact the project has on improving teacher quality, meeting the requirements of NCLB, reducing out-of-field teaching and improving student achievement. This sustained, ongoing feedback will help to ensure that the project remains responsive to the needs of the stakeholders it serves, USDOE, ADE and LEAs.

The Project Advisory Team will be chaired by the Director of the Arizona Department of Education's Title II, and will include Jan Amator, Luis Silva, Bonnie Betz, Donna Campbell, Deanna Rowe, Vickie Walters and three to five, yet to be identified, LEAs.

A Data Advisory Council (DACs) representing stakeholder groups will be created, and will actively participate in the design of the Highly Qualified Teacher database system, and will continue to provide continuous formative feedback regarding this project's development and implementation. The system will be developed cooperatively with and by the system's stakeholders.

G. Other Alternatives Considered

Describe other solutions that were evaluated and explain why they were rejected. Include their strengths and weaknesses. "Do nothing" is an alternative. Evaluating all other viable alternatives is evidence of objectivity and proof the best alternative was selected. If no other alternative besides "Do Nothing" is cited, GITA may require an explanation.

Remain with the current system (Do Nothing)

The current system does not provide accurate, reliable and timely data about teaching assignments, teacher qualification and highly qualified requirements. This information is essential to the development, implementation and evaluation of teacher quality as mandated by NCLB, 2001. The current system (School Report Card) does collect this information. However, there is no way to determine the accuracy and reliability of this data. Existing reports indicated inconsistency between the School District Employee Report (SDER) and the self reported highly qualified data submitted via the School Report Card.

The current system does not provide support to Charter schools. The proliferation of charter schools in Arizona dramatically impacts the state's data results. Charters are particularly in need of assistance for implementing NCLB requirements for Highly Qualified Teachers.

The current system does not provide the ability to verify data and monitor progress towards meeting Federal requirements.

H. Summary Project Management Schedule

Describe the high-level activities and events, such as project milestones and major project phases. Include any elapsed time for various stages of the project. Entries should include a description of the milestone, estimated time for completion in weeks or months, and total time required for project development. If the project is approved, GITA monitoring staff will review the project plan and may ask for additional information or updates.

<u>Phase / Milestone</u>	<u>Duration</u>
Project Initiation	Nov 2005 - Dec 2006
Define High Level Requirements	Jan 2006 - Feb 2006
Design System Architecture	March 2006 - May 2006
Design Database and Files	June 2006 - July 2006
Establish Development Platform	Aug 2006 - Sept 2006
Develop Application Functions	Aug 2006 - May 2007
System Testing	June 2007 - Aug 2007
Acceptance Testing	Sept 2007 - Oct 2007
System Deployment/Training	Nov 2007 - Dec 2007

Section II. Public Value and Benefits

A. Value to the Public

Score: 0=None, 1=Minor, 2=Moderate, 3=Considerable, 4=Substantial, 5=Extensive.

<i>Description</i>	<i>Score</i>
Client Satisfaction: Rate how stakeholders may respond to anticipated improvements. This could apply to health and welfare services, quality of life or life safety functions.	5
Customer Service: Rate anticipated improvements to internal and external customer service delivery. Give consideration to faster response, greater access to information, elimination or reduction in client complaints.	5
Life Safety Functions: Applies to public protection, health, environment, and safety. Consider how this project will reduce risk in these functions.	1
Public Service Functions: Applies to licensing, maintenance, payments, and tax. Consider how this project will enhance services in these functions.	5
Legal Requirements: Consideration should be given to projects mandated by federal or state law. Other consideration could be given if there are interfaces with other federal, state, or local entities.	5
Product Quality: Applies to the information and services delivered to internal and external customers and the public.	5
Other: List any other applicable value or benefits.	
Total	26

<i>Detail Description of Project Benefits</i>
(Describe in detail any category in the <i>Value to the Public</i> with a score greater than 3)
Client Satisfaction: Stakeholders include parents, teachers, school and district administration, state and federal agencies that will gain insight and direction on improving teacher quality and student achievement.
Customer Service: The customers are parents, teachers, LEAs, and USDOE who will receive honest and accurate data regarding teacher quality and progress towards meeting the requirements of NCLB.
Public Service Functions: Under Arizona Administrative Code, public school teachers must be certified in the content areas they teach.
Legal Requirements: Under NCLB (2001), public school teachers and charter school teachers teaching core academic areas must be highly qualified. The states and districts must provide parents and the public with accurate, complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers.
Product Quality: The Arizona Department of Education, as well as the U.S. Department of Education will receive honest and accurate data regarding teacher quality and out-of-field teaching assignments.

B. Benefits to the State

(The economic impact of the project on the agency, the State or the public)

Score: 0=None, 1=Minor, 2=Moderate, 3=Considerable, 4=Substantial, 5=Extensive.

<i>Description</i>	<i>Score</i>	<i>Savings</i>
Agency Performance: The extent to which duties and processes will improve or positively affect business functions. Consider reduced redundancy and improved consistency for the agency.	5	
Productivity Increase: The improvements in quantity or timeliness of services or deliverables. Consider improved turnaround time or expanded capacity of key processes.	5	
Operational Efficiency: Rating may be based on improved use of resources, greater flexibility in agency responses to stakeholder requests, reduction or elimination of paperwork, legacy systems, or manual tasks.	5	
Accomplishment Probability: The extent to which this project is expected to have a high level of success in completing all requirements for the division or agency.	5	
Functional Integration: The impact the project will have in eliminating redundancy or improve consistency. Consider the impact of information sharing between departments or divisions, or between agencies in the State.	5	
Technology Sensitive: The implementation of the right types of technology to meet clear and defined goals and to support key functions. Consider technologies and systems already proven within the agency, division, or other similar organizations.	5	
Other: List any other applicable benefit.		
Total	30	

Additional Information on Savings

(Describe in detail the calculation for any item with a total greater than \$50,000)

--

Section III. Financial Assessment

A. Development Costs

<i>Fiscal Year</i>						
<i>Description</i>	<i>FY 2005</i>	<i>FY 2006</i>	<i>FY 2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>Total*</i>
<i>The number of FTE and third-party positions</i>						
1. IT FTE Positions		.10	0.5	.10		(Do not use)
2. User FTE Positions						
3. Professional and Outside Positions			1.5	1.0		
4. Total Positions *			2.0	1.1		
<i>The development costs</i>						
5. IT FTE COST (Include ERE)		\$4,000	\$29,000	\$5,000		\$38,000
6. User FTE COST (Include ERE)						
7. IT Services (Professional and Outside Cost)			\$103,000	\$89,000		\$192,000
8. Hardware						
9. Software						
10. Communications						
11. Facilities						
12. Licensing and Maintenance Fees						
13. Other						
14. Total**		\$4,000	\$132,000	\$94,000		\$230,000

* Items 1 through 3 are included in *Section I. F. Roles and Responsibilities*.

** Items 7 through 13 are included in *Appendix A. Itemized List with Costs*.

B. Operating Costs

<i>Fiscal Year</i>						
<i>Description</i>	<i>FY 2005</i>	<i>FY 2006</i>	<i>FY 2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>Total**</i>
<i>The number of FTE and third-party positions</i>						
1. IT FTE						(Do not use)
2. User FTE						
3. Professional & Outside Positions						
4. Total Positions *						
<i>The operating costs</i>						
5. IT FTE COST (Include ERE)						
6. User FTE COST (Include ERE)						
7. IT Services (Professional and Outside Cost)						
8. Hardware						
9. Software						
10. Communications						
11. Facilities						
12. Licensing and Maintenance Fees						
13. Other						
14. Total**						

* Items 1 through 3 are described in *Section I.F. Roles and Responsibilities*.

** Items 7 through 13 are described in *Appendix A. Itemized List with Costs*.

C. Total Project Cost

<i>Fiscal Year</i>						
<i>Description</i>	<i>FY 2005</i>	<i>FY 2006</i>	<i>FY 2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>Total</i>
1. Development Costs		\$4,000	\$132,000	\$94,000		\$230,000
2. Operating Costs						
3. Total Project Costs		\$4,000	\$132,000	\$94,000		\$230,000

D. Special Terms and Conditions

Explanation

E. Funding

1. Funding Timeline

<i>Five Year Total (\$000)</i>						
<i>Agency</i>	<i>FY 2006</i>	<i>FY 2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>Total</i>
1. Available Base Funding						
2. Additional Appropriations						
3. Other Funding Source						
4. GITA Special Funds						
5. Total Funding (*)						

2. Funding Source

All funding sources such as General Fund, State Highway Fund, Watercraft Licensing Fund, Board of Cosmetology Fund, Federal matching funds and block grants, and any other funds that may apply to this project.

Pay special attention to the columns for “Available Base” and “New Appropriations Request”. If you have requested new additional appropriations, or additional spending authority, use the “New Appropriations Request” column.

<i>Funding Source</i>			
<i>Name of Funding Source</i>	<i>Available Base</i>	<i>New Appropriations Request</i>	<i>Total</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8. Funding Source Total (*)			

(*) Total equals *Section III. C. Total Project Costs*.

Section IV. Risk Assessment

<i>Category</i>	<i>Maximum Possible</i>	<i>Score</i>	<i>Description</i>
1. Strategic	6	6	Aligns with Agency and Statewide Enterprise Architecture, goals, objectives, policies, standards and IT strategic plan.
2. Management	6	5	Senior and intermediate management is involved in, and supports, the project. A steering committee/project team is in place.
3. Operational	5	5	Adverse effects on current operations are unlikely or contingency plans are in place. Supports Agency Performance Measures.
4. Scope and Requirements	7	6	Scope and requirements are, or will be, clearly defined and approved. Effect on business processes has been assessed.
6 Technologies Competency 5.	7	7	Agency has available, or will secure appropriate skills to implement the project. Organizational readiness has been assessed.
6. Infrastructure Dependencies	6	5	All key elements are included to fully implement the project. No additional costs are anticipated to deliver benefits.
Total	37	34	

General Comments:

Section V. Project Approvals

A. CIO Review

<i>Key Management Information</i>	<i>Yes</i>	<i>No</i>
1. Is this project for a mission critical application system?	✓	
2. Is this project referenced in your agency's Strategic IT plan?	✓	
3. Is this project consistent with the agency's and State's policies, standards and guidelines?	✓	
4. Is this project in compliance with the Arizona Revised Statutes and GRRRC rules?	✓	
5. Is this project in compliance with the statewide policy regarding the Accessibility to Equipment and Information Technology for Citizens with Disabilities?		

B. Project Approvals

Project Title: AZ Model For Identifying Highly Qualified Teachers

<i>Responsibility</i>	<i>Approval Signature and Title</i>	<i>Date</i>
Project Manager:		
Agency CIO:		
Project Sponsor:		

Appendix A. Itemized List with Costs

		(\$000)				
Resources	Functions/Tasks	2005	2006	2007	2008	Project
Project Management	Plan, Maintain Customer/User Relations, Manage QA, Change, Process Development, Developers, Educate Customer, Work Toward User Buy-off		\$4,000	\$5,000	\$5,000	\$14,000
Business Analysis	Business Rules, Create Specification, Demonstration, Revise Business Requirements, Specification			\$24,000		\$24,000
Lead Developer	Create Prototype, Architecture, Detail System Design, Integration, Input/GUI, Output/Reports			\$74,000	\$65,000	\$139,000
Data Base Analysis	Establish Database Schema/Design, Construct Database, Populate Database			\$5,000		\$5,000
Developer	Code, Alpha, Beta, Production			\$24,000		\$24,000
Quality Analysis	Plan, Design Test Procedure, Run Test				\$24,000	\$24,000
Quantity	Hardware/Software/Licenses					
1	Web Server					
1	Application Server					
2	72 GB Drive @ \$0.7					
	Licensing					
Project:			\$4,000	\$132,000	\$94,000	\$230,000

Glossary

ADE..... Arizona Department of Education

HQT Highly Qualified Teacher(s)

NCLB No Child Left Behind (federal legislation)

SDER.....School District Employee Report

Out-Of-Field Teachers – Misalignment of teacher assignment(s) with teacher qualification(s), e.g. a math certified teacher teaching general science.

Teachers on Waivers – Teacher who hold an emergency teaching certificate.

Attachment 13: State Action for Education Leadership Project II (SAELP II)

Despite years of education reform, improved student learning, especially for the most disadvantaged, remains an elusive goal for many states and school districts. An often-missing ingredient: high-quality leadership, which research now shows is second only to instruction among school-based factors in its impact on learning.

Contact: Dr. Rene Diaz, Executive Director
Name: Executive Director, SAELP II Project
Email Address: rxdiaz@ade.az.gov
Phone number: 602.364.2067

Web Links: <http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.htm>
www.wallacefoundation.org

State Action for Education Leadership Project II is a component of the [Wallace Foundation](http://www.wallacefoundation.org). As an independent private foundation established by DeWitt and Lila Acheson Wallace, the founders of The Reader's Digest Association, its mission is to enable institutions to expand learning and enrichment opportunities for all people. The foundation supports and shares effective ideas and practices.

One of foundation's objectives is to strengthen education leadership to improve student achievement. The goal of this grant is to establish "state-district" strategy to ensure that state policies affecting leadership are well-coordinated with, and supportive of, local district practices and assist superintendents and principals in leading their schools to higher student achievement levels.

Demonstration schools in the SAELP II Project were either in school improvement or failing at the time of selection. In addition the schools are located on Indian Reservations or inner cities.

Our efforts include three breakthrough ideas:

1. Commitment to institutionalize long-term leadership development--Commitment to institutionalize leadership development entails corralling all players around a long-term vision favoring shared responsibility for building leadership capacity and creating supportive conditions that lead to improved achievement for students

Activities	Progress to Date
Establish a consortium of key leaders, under the sponsorship of the State Superintendent of Public Instruction, who collaboratively guide and support leader development and improvement of conditions of leadership through articulation, quality review, policy development, resource sharing	AzLEADS ³
Adopt professional leadership standards statewide for preparation, professional development, and assessment of district and school leaders	The ISLLC standards are foundational to all the professional development offered to the demonstration schools. The administrator preparation approval process requires a crosswalk between the ISLLC standards and course work required www.ccsso.org/content/pdfs/isllcstd.pdf
<p>Revise administrator credential requirements to include internship assignments with diverse populations</p> <p>Adopt requirements for the superintendent's credential that delineates whether or not teaching experience is mandatory</p>	The Administrator Certification Rule Review Committee, made up of administrators and administrator preparation professors from all areas of the state, have reviewed the current rules and submitted proposed rule changes to the Executive Director of the State Board of Education.
Explore an endorsement for "Teacher Leader" appropriate in a distributed leadership model	Foundational work is being done in this area
Next Steps	
Activities	Timeline
Internship—Diverse Populations: Forum, Workgroups, and Policy Adoption	February – November 2006
Fieldwork for Renewal: Forum, Workgroups, and Policy Adoption	February – November 2006
Teacher Leader Endorsement: Forum, Workgroups, and Policy Adoption	December, 2006 – July, 2007

2. Implement incentives for accomplished leaders--Implementing incentives for accomplished leaders involves establishing a system to identify and publically recognize highly accomplished educational leaders which will provide models of effective practice to others.

Activities	Progress to Date
<p>Conduct regional forums (focus groups, surveys) with a broad cross-section of educators and community members, including teacher leaders, site and district administrators, higher education faculty, business and community members and others in order to identify effective leaders, successful practices and meaningful incentives/rewards that can be applied to recruiting, rewarding and retaining quality leaders.</p> <p>Establish criteria for the identification of high quality leaders and effective practices.</p> <p>Benchmark selected site and district leaders from Arizona against criteria for high quality leaders.</p> <p>Benchmark effective leadership practices against criteria for effective practice.</p> <p>Design a comprehensive system of incentives for leaders along the continuum of development—recruitment, preparation, induction, continuous improvement and highly accomplished practice.</p>	<p>Four forums—covering all regions of Arizona—were facilitated by Dr. Maggie Mangini from Arizona State University. Dr. Mangini compiled the results of these forums into a report, Executive Summary: Focusing on Arizona Educational Leadership. This report has served as a basis for the work of the AzLEADS³ Incentive Committee as they identified the first members of the Circle of Honor.</p> <p>The criteria for the Circle of Honor includes:</p> <ul style="list-style-type: none"> o student achievement (Arizona’s Instrument to Measure Standards – AIMS – scores and achievement profiles of AZ LEARNS) o the principal’s school commitment – three or more years of experience at the same school. o Additional criteria included the district superintendent’s nomination and a survey completed by a portion of staff and parents. <p>Members of AZ LEADS conducted site visits, which included interviews and observations based on leadership standards.</p> <p>The incentives portion of the program publicly recognizes highly accomplished education leaders, providing models of effective practice for others. <u>Circle of Honor inductees will serve as educational leadership mentors over the next two years.</u></p>
<p>Design and implement an induction and mentoring system for new principals and new teachers.</p> <p>Develop incentives (salaries, bonuses, augmented pensions) for highly accomplished principals to lead underperforming schools.</p> <p>Provide incentives to identified effective leaders who serve as facilitators of state Institutes, school/district coaches, mentors to aspiring or new administrators.</p>	<p>Leadership coaches (see breakthrough idea #3 below)</p>
Next Steps	
Activities	Timeline
Induction Program for New Principals: Forum, Workgroups, Policy Adoption	Dec – Jan
Design Pilot Induction Program	Jun. – Nov.
Design Pilot Incentive and Rewards Program	Apr. – Sept.
Pilot Induction Program for new principals with Demo Districts	Dec. – Sept, 2007
Pilot Incentive and Reward program with Demo Districts/Schools	Sept. – Nov.

3. Link leadership to student learning--Linking leadership to student learning means individual leaders and leadership teams will build the knowledge and skills needed to focus professional efforts in their school or district. Building leadership capacity includes organizing and implementing a system of preparation, professional development, coaching, and online support.

Activities	Progress to Date
<p>Among individuals and leadership teams, build the knowledge, skills, and attitudes required to continuously improve student achievement. Do so by organizing and implementing a connected system of preparation, professional development, coaching, and online support.</p> <p>Create a comprehensive system of professional development. One portion of professional development is provided through a leadership coaching model. The Wallace Foundation Leadership Project provides coaches to our demonstration superintendents and principals.</p>	<p>Experienced principals and superintendents were hired to serve as coaches for 7 Superintendents and 17 schools identified as our demonstration districts.</p> <p>Coaches for SAELP were selected based on the following criteria:</p> <ul style="list-style-type: none"> • leadership skills in improving student achievement. • successful mentoring of adults in administrative positions • background in working with diverse groups of students and adults • excellent oral and written communication skills • strong analytical and problem solving proficiencies • experience in analyzing and using data to influence a continuous change process • knowledge of best practices in education • excellent human relations abilities <p>Beyond the initial training, coaches meet periodically and continue their support, research and dialogue online through the Coaches Corner, accessed by logging in on this website. They also participate in the ongoing institutes and trainings in which their assigned school improvement teams participate. Some of the topics for ongoing training include the following:</p> <ul style="list-style-type: none"> • ISLLC Administrative Standards review • relationship building strategies with clients • effective coaching techniques • professional development planning • the latest research on urban and rural schools and poverty • use of data to improve instruction and student achievement • use of web resources dedicated to this SAELP project <p>For more information related to coaching, contact the Wallace Grant Lead Coach, Eoline Cary: Eolinec@aol.com</p>
<p>Leadership Institutes and professional development focused on Leadership for Increasing Student Achievement.</p>	<p>Summer Leadership Institute—June, 2005 Summer Leadership Institute—May, 2006 All SAELP II demonstration districts and schools had access to Teachscape, a quality on-line professional development delivery system.</p>

Next Steps	
Activities	Timeline
Coaching Network Seminar, Demo Districts/School Review of Progress New Dem Districts/Schools join cohorts	Dec. - Nov., 2007
Six Regional Seminars, Assessment Activities for Demo Districts/Schools	Dec. – Nov, 2007
	Feb. – Oct, 2007

Coaching References

Bloom, G., Castagna, C., Moir E., Warren, B (2005). **BLENDED COACHING: SKILLS AND STRATEGIES TO SUPPORT PRINCIPAL DEVELOPMENT.** Thousand Oaks, CA: 2005, Corwin Press.

Marzano R., Waters, T., McNulty, B. (2005). **SCHOOL LEADERSHIP THAT WORKS: FROM RESEARCH TO RESULTS.** Alexandria, VA: Association for Supervision and Curriculum Development.