



Tom Horne Reports to Educators

Volume III, Issue IX December 2006

A Message from the Superintendent

Governor's P-20 Council

The governor's P-20 Council has made a number of recommendations to the governor, the legislature, and the State Board of Education. I strongly support some of the recommendations, but have concerns about others, including:

a. Increasing Mathematics Graduation Requirements. I would support this only if there were an opt out option in the model, similar to that used in Indiana. There, the students come in with the parents, they all have a full disclosure of the consequences of opting into a less demanding program for graduation, and then can do so after having been fully informed. Otherwise, I fear that, as studies show, the change would significantly increase the dropout rate.

b. Increasing Mandatory Schooling from Age 16 to Age 18. While we work hard to persuade students that they should remain in school and learn, forcing 17 and 18 year olds to do something against their will could result in disruption of the learning of other students.

A number of committee reports were accepted by the council by a vote of 25 to 1, with mine being the only negative vote.

[Click Here](#) to review the Governor's P-20 Council's recommendations. To review the rationale for my concerns, [click here](#). To review an earlier draft of the P-20 Council's recommendations, where the numbering comports with the numbering of my objections, [click here](#).

If you have comments on any of these issues, please email us at: P20Comments@azed.gov. We will pass along your comments to decision makers as appropriate.

Achievements of Arizona Education

As I have written in earlier editions, Arizona students perform above the national average despite the fact that we are 50th in the country in expenditures per pupil. This is a tribute to Arizona educators. Because these achievements are sometimes overshadowed by press coverage of incompetent studies by obscure companies falsely claiming Arizona as "dumbest," we have developed some graphs to illustrate Arizona achievements which will be widely circulated. To view these graphs, [click here](#).

Happy Holidays

I thank you, and pay tribute to you, for the achievements illustrated in the graphs referred to above, and wish you a happy holiday season, and the best of everything for next year.

Sincerely,

Tom Horne
Superintendent of Public Instruction

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On Site Education Opportunities

ARIZONA MINING AND MINERAL MUSEUM
1502 West Washington Street Phoenix, AZ 85007

Educating Arizona's citizens about how mining and minerals affect our lives.
Mandated by the State Legislature since 1984.

Arizona is a large state. So large that classroom teachers find it difficult to make field trips with their classes to visit museums in the Phoenix area. The Arizona Mining and Mineral Museum has an Outreach Classroom Program called Have Rocks -Will Travel that presents a rock, mineral, and fossil program to individual classrooms in all five corners of the state. The very popular program is grade-level appropriate, comprehensive, fast moving, and often humorous. Children are amazed how rocks and minerals are used. They are not so sure when handling coprolite (fossilized dino dung). Fees are minimal: \$50 dollars per class plus a mileage charge. A limited number of APS grants that cover all costs are still available for 2007 on a first-come, first-served basis.

Further information is available on the museum's website:
www.mines.az.gov or by calling Outreach Coordinator Liz Anderson at
602.255.3795 extension 10.

Burn-survivor John O'Leary will be visiting Arizona in April and is interested in speaking to area students. John incurred severe burns on 98% of his body at the age of nine after experimenting with fire and gasoline, and the doctors told his parents he had less than a half of 1% chance of surviving his first night in the hospital. Today, John speaks across the country about his experience, overcoming odds, and the important lessons he learned from that tragic experience. He was also the first inductee into the Energizer Keep Going Hall of Fame with baseball great Cal Ripken Jr. for his story of perseverance.

Recently, the parents of a student in Peoria, Arizona, contacted John and requested a copy of his book, *Overwhelming Odds*, for their son who had been injured in a similar 'experiment.' According to FEMA, 100,000 destructive fires are started by children every year. John is looking to speak to students about the dangers of playing with fire in hope that his story can drive the message home.

For more information about John O'Leary and this educational opportunity please visit www.ifpauthors.com/oleary or contact Keren Douek at 314-599-1883, or email Keren@IFPEnterprises.com.

2007-08 Applications Now Available

The Robert C. Byrd Honors Scholarship Program is a federally funded program for high school graduates who show academic excellence and the promise of continued postsecondary education. A Byrd Scholar receives \$1,500 for each academic year for a maximum of four years to be applied toward undergraduate study at any accredited college or university in the United States. The number of scholarships awarded each year is subject to change due to funding. Interested students must contact the principal or their high school counselor regarding possible nomination to the program.

[Click Here for Eligibility](#)

Thank you to Mega Conference Participants and Presenters!

November's Mega Conference, sponsored by the Arizona Department of Education's Academic Achievement Division, rose to meet the "Great Expectations" of its theme. Participants walked away with a wealth of information thanks to an all-star team of presenters.

Superintendent Horne opened the event with the announcement of two Title I Distinguished Schools and recognition of several outstanding Food and Nutrition Service Programs. The Superintendent thanked all of the educators present for their diligent work on behalf of Arizona's students. Deputy Associate Superintendent Nancy Konitzer secured three outstanding keynoters, Dr. Phillips, Dr. Constantino, and Dr. McBiles, as well as the dedicated ADE session presenters.

Thank you to all participants and individuals involved for making this year's Mega Conference a huge success.

Celebrating Education



Meet Our Professional Development Leadership Academy Coaches

The mission of the PDLA is to launch a statewide system of strategic professional development in collaboration with education stakeholders by promoting broad based, knowledgeable, and skillful leadership. Training is provided for team members from schools, districts, charters and other educational groups, to build capacity, implement and evaluate professional development programs focused on improving schools and increasing student achievement. Each team is provided with an experienced coach to guide them through the three-year process. Many of the coaches have been with the PDLA process from the time it started in 2000.



Please meet our first featured coach, Le Roy N Shingoitewa, Chief School Administrator for Moencopi Day School in Tuba city.

LeRoy is a member of the Hopi Indian Tribe with many years of administrative experience. He has worked with PDLA teams for the past five years, including Snowflake USD, Chino Valley H.S. and Northland Pioneer College. As a "coach" he serves as a questioner, prompter, motivator and positive supporter to help increase and improve student and staff learning. "I have seen teams grow in confidence and they see a clearer picture of the future. I hear more positive attitudes being expressed about the field of education and their belief in being a better teacher. I see teams made up of teachers, administrators, and school board members sharing common beliefs and goals. It is a great motivator for me to share with those I come in contact with."

Professional Development is a key to keeping experienced teachers and new teachers, sharing in decision making builds trust, team building and confidence in the schools that have become involved. "We have some excellent teachers now in our schools but we need to provide them with a chance to grow, using meaningful professional growth programs to support their learning. When students see teachers who are happy, with a positive attitude and motivated, it helps the students feel important and they want to learn."

Congratulations to our 2005~2006 ARIZONA EAS TEACHER of the YEAR, Lisa Wakefield.

Lisa is an ELL teacher at Greenway High School in the Glendale Union High School District. As history would have it, Lisa graduated from Greenway High School and her 17 year commitment to teaching ELLs has brought her full circle. She returned to Greenway High School three years ago to restart an ELL program.



"My job is to make sure that all kids learn - no matter how hard that is on some days - it's my job to really work hard to help them learn and to do everything in my power to help them." This commitment to teaching and learning has earned Lisa Wakefield the title of 2005~2006 Arizona EAS Teacher of the Year. "You have to genuinely care about kids. If you don't care about them - they are not going to care about what you are teaching them."

Lisa has enjoyed the rewards of building long-term relationships with her second language learners. She is especially encouraged when students come back to visit her. "I taught a boy from Brazil who came back to the states for his 10 year reunion. He emailed me and he asked if he could see me while he was here." These are huge rewards. Lisa also feels rewarded when students succeed in the mainstream classroom. "When a mainstream teacher shares that my students 'get it' - that they really understand literary analysis!! - I feel rewarded."

Lisa is committed to teaching English Language Learners. Lisa's plan for the future is to continue that which she loves - teaching ELLs. "There is something different when you take the time to teach a kid the English language, to teach them to survive in a new culture. There is a unique bond that is built between a teacher and a student."

To my colleagues - "We all work hard. We all deserve rewards for everything we do." "I am successful because of the people I have around me. We dialogue, share ideas, and create together. This is important. THANKS to all of you who work with me, help me and share with me."



2006 - 2007 U.S. Senate Youth Scholarship Winners

The United States Senate Youth Program awards two \$5000 scholarships and a trip to Washington D.C. to outstanding students in each of the 50 states. Congratulations to Mountain Ridge H.S. Senior Kathy Murphy and Hamilton H.S. Senior Arthi Satyanarayan who were selected as Arizona's recipients.



Arthi Satyanarayan
Hamilton High School



Kathy Murphy
Mountain Ridge High School

DESIGNATION OF NEW TEACHER SHORTAGE AREAS

On December 13, 2006 the Arizona Department of Education proposed the Designation of thirty-six (36) Teacher Shortage areas for FFEL/SLS and Federal Perkins Loan borrowers for 2005-2006 and 2006-2007. A complete list of Arizona's Designated Teacher Shortage Areas will be available at www.ade.az.gov.

The Programs offer teachers relief from student loan obligations for teaching in shortage ("high-need") areas. ADE's requested expansion of designated areas allows for greater recruitment and retention options for schools.

Before this proposal, there were three (3) designated Teacher Shortage Areas:
K-12 Special Education, secondary Math and secondary Science.

Teacher Benefits

Teachers who borrowed under the FFEL/SLS or Federal Perkins Loan programs can qualify for -

- Up to 100% loan cancellation for full-time teaching in fields of expertise under the Federal Perkins Loan Program
- Targeted deferment for borrowers under the FFEL and SLS Programs
- Reduction of the teaching obligation for scholars under the Paul Douglas Teacher Scholarship Program

Under Perkins repayment options, a portion of Perkins loan debt is cancelled for each year of teaching service resulting in 100% cancellation after five years. This "stepped cancellation" helps boost retention and place more experienced teachers in the classroom.

Expanded Teacher Shortage Areas

The proposed Shortage Areas will add:

- Secondary content areas in foreign language, economics, geography, political science, civics and the arts
- 7-8th grade core content areas
- Various Middle School core content areas in Apache, Cochise, Coconino, Graham, La Paz, Maricopa, Navajo and Yuma Counties
- Native American District and BIA reservation schools
- Rural areas

School Benefits

Expanding the reach of Arizona's designated Teacher Shortage Areas supplements the tools schools use to reward teachers and meet academic expectations.

ADE's Teacher Shortage designations are intended to alleviate the increasing demand for emergency certifications in geographic areas that have difficulty filling open teaching positions with qualified teachers.

ADE continues to increase ways to prepare, attract and retain certified teachers who have knowledge in their core content area. The expanded Teacher Shortage designations will help place teachers with specialized knowledge in classrooms where Arizona's articulated content standards are taught.

In grades 7-8, for example, recently adopted core content standards call for expertise beyond an elementary teaching certificate.

Teachers and prospective teachers who qualify for the Perkins Federal Loan Program and who teach in a designated shortage area at any District or Charter school (regardless of whether the school is considered a "low income" school) should be encouraged to become highly qualified in their content area.

More Information

For more information about Arizona's Teacher Shortage Designations, see www.ade.az.gov. For more information about Federal Teacher Loan Repayment Options, see www.studentaid.ed.gov (select the "Repayment" tab and scroll down to Cancellation and Deferment Options for Teachers.)

A Team Approach to Preschool Assessment & Transition to School-Age Services January 25 & 26, 2007

A Team Approach to Preschool Assessment

The focus of "A Team Approach to Preschool Assessment Conference" is to continue to provide practitioners with best practice information in using Comprehensive Developmental Assessments (CDAs) to identify preschool children with special education needs. Training will consist of two strands with various break-out sessions being offered. Strand 1 is intended for teams or new team members that have never attended "A Team Approach to Preschool Assessment Conference" with information regarding referral processes and CDAs. Strand 2 is intended for those that have attended "A Team Approach Conference" and wish to expand knowledge gained at previous "A Team Approach Conferences." Teams may choose to select sessions from each strand. Several models and assessment instruments will be introduced with time allotted for interactive discussion with participants.

Target Audience—Preschool evaluation teams, preschool coordinators and administrators are highly encouraged to attend.

Transition to School-Age Services

The focus is using "A Team Approach" as children transition from preschool to school-age services at the kindergarten level. Information with regard to timelines, team planning, a thorough Review of Existing Data and required components for school-age eligibility categories will be presented as well as an introduction and overview of Recognition and Response.

Target Audience—Preschool evaluation teams, resource teachers, Head Start disability coordinators, administrators, preschool and school-aged principals and administrators are highly encouraged to attend.

ONLY online registration for this training opportunity is available at:
www.ade.az.gov/onlineregistration

Registration deadline is January 10, 2007. Registration is limited to 125 participants. Please register early to guarantee space availability.

"Differentiated Instruction is Common Sense"
By: Shelly Pollnow and Oran Tkatchov,
Academic and Instructional Support Unit, ADE

Differentiated Instruction is a best practice that not only makes sense, but it is one of those research-based best practices that effective teachers unintentionally do every day in their own classroom. Carol Ann Tomlinson, a well known authority on Differentiated Instruction, defines it as a way to "match instruction to student need with the goal of maximizing the potential of each learner in a given area" (Tomlinson, 2003, p.3).

Many teachers are incorporating Differentiated Instruction into their instructional strategies intentionally. A practice becomes much more powerful when it is deliberate. These educators reflect on how diverse students encounter the information deemed necessary by all stakeholders and deliver the curriculum in a way best suited to the individual learner. The professional takes into consideration how all types of learners process information to produce meaningful and engaging projects in a safe and positive environment where learning is fostered and cherished.

Tomlinson identifies four student traits that teachers must take into consideration to promote successful learning in the classroom:

- Readiness** - "a student's knowledge, understanding, and skill related to a particular sequence of learning"
- Interest** - "topics or pursuits that evoke curiosity and passions in a learner"
- Learning Profile** - "how students learn best"
- Affect** - "how students feel about their work, and the classroom as a whole" (Tomlinson, 2003, p.3)

Once these are taken into account, a teacher responds to the student's needs and differentiates through curriculum and instruction strategies:

- Scaffolding must be in place and tailored to the students as they move through the strand and concept levels.
- Formative assessment is key to working smarter not harder. Ad hoc flexible groups are created as needs present themselves across a variety of curricular areas.
- A tiered approach may be called for as different levels of difficulty are developed for students at varying levels of understanding. All tiers must demand a specific standards-based outcome.
- Products should be focused, perceived as meaningful, and engage the student. The product must be challenging to provide the student with satisfaction of "a job well done."
- Teachers should present curriculum using different approaches to meet diverse learning styles giving attention to gender, multiple intelligences, and culture.
- All tasks are respectful and considered important in a caring and supportive atmosphere of learning (Tomlinson, 2003).

Exemplary teachers deploy a variety of Differentiated Instruction strategies in their classrooms daily and their students are the beneficiaries. This leads to a place of learning where students feel nurtured and expectations are high. It is the classroom where we want our own children to be taught.

For more information:

Tomlinson, C.A. Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching. Alexandria, VA: Association for Supervision and Curriculum Development, 2003.

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Duffield, J. & Wahl, L. Using flexible technology to meet the needs of diverse learners: What Teachers Can Do. (2005) Retrieved December 1, 2006, from <http://www.wested.org/cs/we/view/rs/763>

Brimijoin, K., Marquissee, E., & Tomlinson, C.A. (2003). Using data to differentiate instruction. Educational Leadership, 60 (5), 70-73.

Strong, R., Silver, H., Perini, M., & Tculescu, G. (2003). Boredom and its opposite. Educational Leadership, 61 (1), 24-29.

Banks, J.A. Transforming the mainstream curriculum. (1994). Retrieved December 1, 2006, from <http://www.ascd.org/portal/site/ascd/menuitem.459dec008f99653fb85516f762108adc/>

Chapman, C. & King, R. Differentiated instructional strategies for reading in the content areas. Thousands Oaks, CA: Corwin Press, Inc., 2003.

Heacox, D. Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12. Minneapolis, MN: Free Spirit Publishing, Inc., 2002

Highly Qualified Teachers UPDATES

Highly Qualified Teacher Reciprocity

On December 4, 2006, the Arizona State Board of Education approved granting Highly Qualified Teacher Reciprocity to fully certified out-of-state teachers who can document they have met the appropriate requirements for highly qualified status in their home states.

Please note: This is for NCLB Highly Qualified requirements only. In addition, teachers on reciprocal provisional certificates must complete all requirements for their Arizona provisional certifications as indicated on their certification evaluations.

Update on use of the HOUSSE to determine highly qualified status:

On October 12, 2006, the Arizona Department of Education received verbal approval of our request to extend the use of the HOUSSE until the beginning of the 2007-08 school year. Therefore, any teacher who has taught at least one year may now use the HOUSSE to fulfill the content competence portion of the Highly Qualified Attestation. Updated Attestations and HOUSSE rubrics can be found at the Academic Achievement/ Highly Qualified Professionals website: www.ade.az.gov/asd/hqp/housse/

GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY ANNOUNCES TUITION-FREE SUMMER SEMINARS FOR TEACHERS

For the thirteenth straight year, the Gilder Lehrman Institute of American History will sponsor tuition-free, one-week summer seminars across the U.S. and England for teachers at every level. Participants receive a \$400 stipend, books, and room and board. Public, parochial, independent school teachers and National Park Service employees are eligible. Each seminar is limited to thirty participants by competitive application.

Historians from universities including Stanford, Columbia, Yale, and the University of Virginia will lead seminars on topics ranging from the Colonial Era, the U.S. Constitution, and the Underground Railroad to the Great Depression, the Cold War, and the Civil Rights Movement.

Applications must be postmarked or submitted electronically by February 15, 2007. For information on how to apply, visit www.gilderlehrman.org.

Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history.

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

2006 - 2007 Academic Contest Funds

It's that time of year again for the Arizona Academic Contest Funds. If your school has a team or organization who participated and won a state-wide event and will compete at the national level you may be eligible for funding. Funds can be used to aid with the cost of travel, accommodations, and meals. Not only does it include the students, but chaperones as well. [Click here](#) to learn more about this opportunity. You may download the application from this site and return it to the address provided.

Per State Board Ruling only district schools are eligible to participate. If you have any questions about the program, please do not hesitate to contact Karla Bravo at Karla.Bravo@azed.gov. We look forward to receiving your applications by the April 27th deadline.

Got a story idea, picture, or celebration?
We'd love to hear from you! Email us at: ADENews@ade.az.gov