



A Message from the Superintendent

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On January 5 & 6, I delivered my third annual *State of Education* speech in Mesa, Tucson, Prescott and Flagstaff. I focused on *Promises Made, Promises Kept* from my first two years in office, and then announced five new initiatives for my third year in office.

We have kept and delivered on our promises, and we have created an environment for the schools as an agency of service. Now we need to help students pass the AIMS test.

We have \$10 million dollars in tutoring funds going to the schools; we have high school sample tests available for students to practice; we have best practices conferences for teaching mathematics around the state; we are getting test results back in early June; and the test is a closer match to the Arizona standards that are being taught in the classroom.

My new initiatives include: 1) Intervention in failing schools; 2) Increasing adult volunteers in an Emeritus Program; 3) Incorporating technology to individualize instruction; 4) A Math initiative; and 5) Expansion of career and technical education.

First, we will be focusing state intervention on the first 11 failing schools, continuing to emphasize helping the schools, as with the solutions teams.

Our second new initiative for *better schools* is to promote a massive increase in the number of adults, especially highly accomplished retired adults, who volunteer to help students in the schools, one-on-one, achieve academic proficiency.

The third major initiative for next year will be the use of technology to enhance data driven instruction.

This will get data into the hands of educators as well as making quality professional development available to all of Arizona's educators. As a start, for the first time this spring, AIMS scores will be reported for each concept measured.

Our fourth new major initiative will be a math initiative, led by the same people who have operated successfully with Reading First. This initiative launches a two pronged approach to the math challenge:

- 1) Provide effective strategies for math intervention to address the needs of students who have fallen far below where they need to be in order to be proficient in mathematics.
- 2) Increase the effectiveness of classroom-based math instruction for K-12 in order to reduce the number of students who need math intervention.

A fifth new initiative for this year will involve expanding successful programs in career and technical education. We will increase the number of schools participating in three exceptionally successful career and technical education programs, in automotive technology, health care, and drafting and design technology. With the help of business partnerships, we will expand these highly successful programs to new high schools.

To access Superintendent Horne's State of Education speech in it's entirety, [click here](#).



Professional Growth Opportunity

The Research and Evaluation section of ADE is inviting the state's education professionals to spend their summer break learning more about the federal and state school accountability systems through an internship. The intern will assist the R&E team in producing AYP evaluations and AZLEARNS profiles, analyzing test score results, and conducting other research. Independent projects are encouraged. The internship is ideal for those who are handy with computers, especially database programs such as Excel, have good math and communications skills, and can work in a high pressure environment – in short, all the qualities of a good junior or senior high school math teacher. Start and end dates, and work hours are flexible. For more information or to apply, please e-mail R&E at achieve@ade.az.gov or call 602 542-5151.

Did You Know?

The State Board approved Tom Horne's plan to immediately distribute tutoring funds for student retakes of the high school AIMS tests. The funds will be used to pay for nine hours of personalized tutoring sessions at \$30 per hour. Tutors provided by the school must be certified, by the principal, to be "exceptionally well qualified" in that subject. [Click here for more information](#)

Q. What does the term "exceptionally qualified" mean?
A. It is up to the principal to determine who are the best tutors for the in-school program. The principal sets his/her criteria for those tutors.

Q. What is the relationship of tutoring hours to the funding?
A. If there is a one-to-one tutoring situation for a student, an allocation of \$270 is generated. Therefore, the teacher receives \$30 (minus benefits) for 9 hours of tutoring. $\$270/\$30 = 9$

For sessions with 2 students, the total allocation is \$540 (each student contributing \$270). $\$540/\$30 = 18$ hours of tutoring. The teacher will always receive \$30 per hour regardless of the number of students.

Important Dates for AIMS Tutoring

- April 15** - should be the last day tutoring is available.
- April 29** - Original invoices should be submitted to ADE

For Immediate Release...

Acclaimed documentary opens exclusively at Harkins Camelview Theatres; Holocaust survivor to share experiences after the film.

Paperclips depicts small-town teens' big tribute to Holocaust victims and survivors

A lesson in diversity turns into a life-long connection between small town Christian teens and Holocaust survivors in Paperclips. The film opens exclusively at Harkins Camelview Theatre on February 11, 2005. Directly following the 7 p.m. show, Valley resident and Holocaust survivor, Helen Handler will share her thoughts on the film and her experiences during WWII.

Handler, 76, is the only survivor in her family. As a teenager she spent time in two Nazi concentration camps and survived two death marches. Active with the Phoenix Holocaust Survivors Association, Handler continues to share her stories in honor of those who were not able to share theirs.

Directed by Joe Fab and Elliot Berlin, the acclaimed documentary follows the story of a small town middle school, its educators' mission to teach diversity and its students' mission to understand the horrors of the Holocaust and the atrocities that occurred during WWII. What became of their mission is a collection of more than 30 million paperclips in honor of those who died and a touching tribute that stands in the schoolyard.

WHO: Harkins Theatres

WHAT: Opening night of Paperclips with special Q&A session featuring Valley resident and Holocaust survivor, Helen Handler.

WHEN: Friday, February 11, 2005
7 p.m.

WHERE: Harkins Camelview
7001 E. Highland Avenue
Scottsdale, AZ 85251

COST: Regular ticket prices apply.
Adult: \$8.50
Child: \$5.00
Senior: \$6.00
Student: \$6.50



PAPER CLIPS

ABOUT FILM: Paperclips is rated G and is 87 minutes long. For more information visit <http://www.miramax.com/paperclips/>.

For tickets and showtimes call 602-222-HARK or visit [moviefone.com](http://www.moviefone.com). Harkins Camelview 5 theatre express code is 016.

To subscribe to this monthly on-line newsletter, [click here](#). If you have questions, comments, or story ideas, contact Constituent Services at: adenews@ade.az.gov or call 602-542-3710. Adria Martinez, Director of Special Projects & Constituent Services
Designed and edited by Amy Koenig

Solutions Teams...

108 of 130 Schools Visited by Solutions Teams Gain Performing Status

Shortly after assuming office, Superintendent of Public Instruction Tom Horne sought changes to A.R.S. §15-241, commonly known as AZ LEARNS, radically changing the role of Solutions Teams. The original concept was that the teams would visit schools after they had been designated as Failing. The statutory changes promoted by Mr. Horne made the teams a form of support to help Underperforming schools move to Performing status. Over 300 highly skilled Arizona educators stepped forward to work with the School Effectiveness Division at the Department of Education and lent their expertise to struggling schools by serving on Solutions Teams.

In 2004, these teams visited 130 school sites with the goal of establishing a “framework of support.” What has happened as a result is a true milestone for education in our state. Significant gains in student academic achievement caused 108 of these schools to earn “Performing” status on achievement profiles issued in 2004. This dramatic turnaround is a tribute to the dedicated principals and teachers who responded to the Solutions Teams’ recommendations with a “can-do” spirit and a tremendous commitment to meeting the needs of the students they serve.

In early March, a Solutions Team led by John Croteau, with members Connie Liddle and Peggy Frew visited Miami High School. Principal Sherrill Stephens recently shared these thoughts about the experience: “The positive influence of the Solutions Team at our site has been effective and beneficial in giving us direction during the 2004-2005 school year. We got direction on where to start, and also validation of what we were already doing.” ADE ASSIST coach Maryalice Jordan and Title I External Facilitator Marylou Gammon provided on-going support to Miami High School after the team visit ended. Mr. Stephens noted, “Teachers now have a focused purpose this school year. We learned how to educate ALL students on our campus. We are proud of our new label and with the support we have been given, want to continue to improve.”

Dale Parcell ~ Deputy Associate Superintendent for School Improvement, School Effectiveness Division

Discipline Initiative...

Affirmations for Teachers

- 1. Have a Positive Attitude**
This sets the stage for dealing with the task at hand.
- 2. Dress the Part**
Presentation is always important!
- 3. Be Mindful That You Were Once a Kid (Student) Too!**
It helps with our understanding.
- 4. Don't Overreact**
You must always keep your composure.
- 5. Maintain a Sense of Empathy and Compassion**
You may be the only positive force in a student's life.
- 6. "Walk the Talk"**
Be consistent, don't do one thing and say another.
- 7. Motivate to Educate**
Motivation is the key to learning.
- 8. Teach Respect**
Model appropriate behavior.
- 9. Be Clear About Your Expectations**
Less is best.
- 10. Praise, Uplift and Inspire!**
Let your true character shine!



This I can and will do!

Dr. Ann Hart ~Deputy Associate Superintendent, State-wide Discipline Initiative

Good News in Education...

The Heat Is On: Dropout Prevention

This Effective Strategies Institute is designed to inform and teach about successful proven and promising programs for today's youth who are at risk of dropping out of school.

- Discover research-based, effective strategies for working with youth in at-risk situations.
- Take part in discussions about high-stakes testing/exit exams, truancy, student tracking systems, and transition programs.
- Find out how schools and communities can collaborate and partner with each other to help students meet higher academic standards.
- Learn the importance of teacher and student attitudes, student school attachment, self-esteem, familial factors, and other non-cognitive factors that impact school performance and high school dropout.

March 13 - 15, 2005

Embassy Suites North, Phoenix, Arizona

For more information, [click here](#), or contact
Ms. Maxine E. Daly, Innovative and Exemplary Programs
 1535 West Jefferson Street, Bin #21
 Phoenix, AZ 85007
 602-542-3112

Dates To Remember...

- Feb. 2-3 Preschool Evaluation-Special Education
- Feb. 8, Reading First Principals' Meetings
- Feb. 9-12, Advancing Proficiency of All Learners
- Feb. 12, Automotive Technology Education
- Feb. 22, Linking Assessment Results to IEP's

Outreach: Instructional adaptations in classrooms

- Feb. 7, Tucson
- Feb. 8, Flagstaff
- Feb. 8, Safford
- Feb. 9, Keams Canyon
- Feb. 10, Lakeside
- Feb. 11, Mesa
- Feb. 15, Yuma
- Feb. 16, Kingman
- Feb. 23, Sierra
- Other ADE Events**

Free Educator Night at the Heard Museum!

Second Sunday activities include teaching supplements, performances, tours, and gifts.

Sunday, February 13