



Tom Horne Reports to Educators

Volume IV, Issue I February 2007

A Message from the Superintendent

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National Visionary
Leadership Project

For the past four years, I have given state of education speeches at schools. This year, as I start my second term, I gave my 2007 State of Education Speech at a joint meeting of the Senate and House Education Committees, to emphasize the need for state funding of proposed initiatives. You can read my 2007 State of Education Speech by [clicking here](#).

When I took office in 2003, we announced eight public initiatives. Having made progress in all eight, the theme of my state of education speech in each subsequent year, as we added more initiatives, was "Promises Made, Promises Kept." You can review prior year speeches by [clicking here](#).

Each year, the initiatives are divided into three categories: Better Schools, Better Teachers, Better Curriculum.

Last year's initiative, under Better Schools, was to help students to acquire the skills they need to pass the AIMS test. Of those who received tutoring, over 90% had significantly improved their scores. The final result was that 94% of the students that had the credits to graduate from high school passed all 3 AIMS tests.

The second initiative last year, under Better Teachers, was higher compensation for our educators. Last year, I proposed a \$2,500 raise for each teacher, which would have cost \$150 million. In the final budget, \$100 million was allocated for raises. I believe that this amount was not adequate. In addition, rather than award the raise directly to the teachers, the money was provided to school boards to pass on as a raise. In some districts the teachers received no additional raise. It is my hope that this year additional raises will be appropriated directly to the teachers, in an equal amount for each teacher.

The third initiative, under Better Curriculum, was to encourage more high school students to take a rigorous curriculum, including Advanced Placement, International Baccalaureate, and other honors courses.

Department of Education personnel made 60 site visits to schools, talking with teachers and students about the benefits of adopting a more rigorous academic program. Participation of low-income students in Advanced Placement programs grew, as a result, by 48 percent.

The first goal for next year is that every student should have a Personalized Learning Plan from seventh grade onward. Teachers would not have to be involved unless they wanted to be. I requested a \$400,000 appropriation for a statewide web-based system.

The second goal is to expand a pilot program of digital support where every student has his or her own laptop. I requested \$2.5 million to support this program for seven additional high schools.

The third program is for pilot schools in international studies, k-12. I requested \$2.5 for three k-12 International Schools, one in Southern Arizona, one in Central Arizona, and one in Northern Arizona, and seven additional high schools.

As always when I speak with anyone at the Legislature, I emphasize the need for more resources for public education. Our students are performing above national averages on their test scores, even though we are last in the nation in the resources available. If our resources could be raised to approximately the national average, I believe we would be in the ten states in the test scores of our students.

Sincerely,

Tom Horne
Superintendent of Public Instruction

Student Scholarships and Contests

The National WWII Museum

The National WWII Museum is dedicated to exploring the history and lessons of WWII with America's youth. The annual On-line Student Essay Contest and Art Contest gives high school and middle school students across the country an opportunity to express themselves creatively while focusing on the meaning and legacy of the WWII years. Please click on the links below to view details and eligibility requirements.



Dorrance Scholarship Program- Arizona Community Foundation

In 1999 the Dorrance Family Foundation began providing scholarship support for students who have limited financial resources and who are the first in their family to attend college and complete a four year degree. Up to twenty-five scholarships are awarded annually to incoming freshmen at Arizona's state universities: Arizona State University, Northern Arizona University, and The University of Arizona. The educational and programmatic value of the scholarship is estimated at more than \$45,000. The award is renewable for up to three years, a total of 8 semesters of full-time undergraduate study. Scholarships are renewed based on academic standing, participation in program events and activities, and community service projects.

Recipients of the Dorrance Scholarship are among the most fortunate students in Arizona: the scholarship value and program components afford opportunities not readily available to most college students. To learn if you are eligible for the Dorrance Scholarship Program and to download an application packet, [click here](#). For more information, please call the Arizona Community Foundation at 602.381.1400 or 800.222.8221.

2007-08 Byrd 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.

Eligibility

- ** Be a graduating senior from a public or private high school with outstanding academic achievements or have received a recognized equivalent of a high school diploma (GED)
- ** Be a United States citizen or have evidence from the U.S. Immigration and Naturalization Services that he or she is a permanent resident
- ** Be a resident of Arizona

Internships with the Student Conservation Association and AmeriCorps

Summer one-two month internships working in urban or wilderness areas with the Student Conservation Association. Information and applications available at www.theSCA.org

One-year internships with AmeriCorps particularly important for seniors who do not know exactly what they want to do after graduation. Each of the six-week projects exposes the teams to a different career path, a different part of the country, a different social environment. AmeriCorps contributes to college expense upon completion of the one-year work commitment. Information and applications available at www.Americorps.org

Celebrating Education

Meet Our Professional Development Leadership Academy Coaches



The Professional Development Leadership Academy starts its third of four yearly trainings in January. The three-year program helps build capacity within the schools and districts to provide professional development that is directly related to student growth. The coaches provided by the Department of Education help guide the teams through the process.

We would like to introduce our second featured coach, Joe Gutierrez, Principal of W.F. Killip Elementary School and Community Learning Center, Flagstaff Unified School District.

Joe has been a principal for twelve years and taught in Mesa Unified School District for eight years. His role as coach is to facilitate the members of the team through the PDLA process, with the goal of developing a Professional Development Plan at the end of year one, improving the plan through year two and implementing the plan the third year. Joe has been a PDLA coach for 3 years, and he is leading his own Killip Elementary School team through their first year.



“The team members are very overwhelmed the first couple of trainings. The excitement is when they begin to realize the vision through the work that they have been accomplishing..... The excitement is contagious.....The teams are the nucleus of the process. Training is provided to the team, they go back to their school, gather information, as well as disseminate it. They return to the training and continue the cycle with the goal of a Professional Development Plan due at the end of the year. It is up to the team to make it happen.”

“The PDLA plan is very comprehensive in nature. The plan provides for consistency so that the community is all working out of the same plan. The PDLA Plan, when aligned with the Arizona School Improvement Plan can be very powerful.”

AIMS Writing Resource

Teachers of writing now have a resource providing materials in Grades 3 – 8 and high school that reflect AIMS writing. Annotated papers written in response to the sample test prompts are available on the new AIMS Writing Page www.azed.gov/standards/aims/AIMSWriting/.

The papers have examples of each score point in each trait, a total of thirty-six papers in each grade. The annotations offer evidence based on the 6 Trait Rubric, which is used for actual scoring of AIMS writing, to support the scores. Educators are encouraged to download the papers for use in professional development and classroom instruction.

In addition to the scored papers, the AIMS Writing Page offers information about AIMS prompt modes, condition codes of non-scored papers, and a summary of the AIMS scoring process, as well as links to the Official Scoring Guide, Sample Tests, and Student Guides.

2007 Math-Science Honors Program sponsored by Arizona State University

The Math-Science Honors Program provides high school students an opportunity to begin studying university mathematics and science while gaining university experience before they graduate. MSHP and ASU pays all student expenses. The program is intended for mature high school students who demonstrate the academic potential to pursue university studies in mathematics or science. Applications must be postmarked by Friday, March 2, 2007.

Information and applications are available at www.asu.edu/mshp or call 480-965-1690

Gilder Lehrman Institute of American History Announces Tuition-Free Summer Seminars

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.

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

CHARACTER COUNTS!SM
CHARACTER CHALLENGE RUN/WALK



- Date: Sunday, March 4, 2007
- Time: 8 a.m.
- Location: Wesley Bolin Plaza/Downtown Phoenix
- Description: A 6K Competitive Run, 6K Family Fun Run/Walk, One Mile Walk
- Organization: The Arizona Character Education Foundation provides training and materials on the Character Counts! Framework to educators, youth leaders, parents and students at no charge. The training is based on the proven effective Character Counts! Framework and the "Six Pillars of Character" (trustworthiness, respect, responsibility, fairness, caring and citizenship)
- To Register: www.azcharactereducation.org
- Prizes: Participants will receive a t-shirt and an opportunity to win great prizes!
- Entertainment: Come enjoy musical performances provided by students! Take a stroll through the "Character Community" to see character-related art work created by students throughout Arizona!

2007 Blue Cross Blue Shield of Arizona Walk On! Challenge



Fifth graders statewide are being challenged to walk 10,000 steps each day during the month of February. Last year students walked a combined total of 1.2 billion steps!

Visit the Walk On! website for more information, teacher resources and K-8 health updates.

www.walkonaz.com/

Grand Canyon University has set aside up to \$25,000 in scholarships for teachers in Arizona. This scholarship program is set up to help benefit teachers with the cost of a degree.

Grand Canyon University is Regionally Accredited by the Higher Learning Commission. We are a campus based school and were founded as a "Teachers College."

Below is a list of available degree programs

- Master of Arts in Teaching: 30 credits, 20 months
- M.Ed. TESOL (Teaching English to Speakers of Other Languages): 33 credits, 22 months
- M.Ed. Special Education: 45 credits, 30 months
- M.Ed. Curriculum & Instruction: Instructional Technology: 30 credits, 20 months
- M.Ed. Curriculum & Instruction: Reading: 30 credits, 20 months
- M.Ed. in Education Administration w/ emphasis in School Leadership: 36 credits, 24 months
- M.Ed. in Education Administration w/ emphasis in Organizational Leadership: 36 credits/24months
- M.Ed. Elementary Education (K-8): 45 credits, 30 months
- M.Ed. Secondary Education (7-12): 30 credits, 24 months
- M.Ed. in Education Administration: 36 credits, 24 months
- Bachelors in Elementary Education 128 credits

***You must request information through Rick Carson to qualify for the scholarship funds. Individuals that request information through the general website will not qualify for the scholarships.

If you are interested in learning more, please click this link: www.gcu.edu/ec/rcarson. To apply, [click here](#).



“Learning Is Not A Spectator Sport”

By Shelly Pollnow and Oran Tkatchov, ADE Best Practices Unit

Research over the last twenty years has relayed that more learning takes place in classrooms where students are engaged. Student engagement is defined as the students' willingness to participate in scheduled school activities, such as attending classes, submitting required work, and following teachers' directions in class (Chapman, 2003). In classrooms where student participation is required, and not an option, increases in work completion, attendance rates, as well as lower behavioral problems take place (Voke, 2002).

Successful student engagement does not “just happen”; it must be pre-planned by the teacher. First, the classroom must present a positive atmosphere for learning. When engaging students, teachers must allow enough “wait” time when expecting an answer, dignifying wrong responses, repeating a question, or giving hints that will encourage students to try again (Marzano, 1992).

According to WestEd’s T4S Observation Protocol (2004), student engagement has four specific attributes. The teacher must:

- Elicit ALL students to be engaged in the learning at the same time
- Elicit students to be engaged in the academic learning
- Ensure student engagement is mandatory for all students throughout the learning
- Maintain engagement of all students

This article will focus on the first attribute: eliciting all students to be engaged in the learning at the same time.

There are six basic strategies to engage all students in academic learning and these fall into two categories - overt (observable) or covert (not observable):

<u>Strategy</u>	<u>Example</u>
Speak	The teacher elicits the students to “Partner Share.”
Write	The teacher elicits students to write down the steps to a solving a math problem in their math journals.
Signal	The teacher elicits students to give a thumbs-up at chest level to indicate if they agree with the answer.
Perform	The teacher elicits a team of students to demonstrate through their own movement how the earth rotates around the sun.
Think	The teacher elicits students to think about how people traveled before the invention of the automobile. (A covert activity must be followed by an overt activity)
Combination	The teacher elicits students using two or more of the above strategies. “Share with your partner your steps for measuring an angle then record your steps in your math journal.”

Next month we will discuss the third attribute: making student engagement mandatory for all students.

Chapman, E. (2003). Alternative Approaches to Assessing Student Engagement Rates. *Practical Assessment, Research & Evaluation*, 8(13).

Fitterer, H., Harwood, S., Locklear, K., Wright, K., Fleming, P., & Levinsohn, J. (2004). T4S Classroom Observation Protocol. WestEd.

Marzano, R. J. (1992). *A Different Kind of Classroom: Teaching With Dimensions of Learning*. ASCD Press

Voke, H. (2002, February). *Motivating Students to Learn*. ASCD Infobrief, 2(28).

Upcoming Events

The Innovative & Exemplary Program Unit of the Arizona Department of Education is sponsoring an exceptional training opportunity.

Breaking Ranks II Team Trainings

April 29 - May 1, 2007

Radisson Woodlands Flagstaff

For Additional Information/Registration:

www.ade.az.gov/asd/BRII/

[Click Here for other ADE Training Opportunities](#)



Introducing Integrating with All Deliberate Speed - the first in a series of web-based multimedia lessons from the National Visionary Leadership Project (NVLP). Featured in the October 2006 edition of the National Education Association magazine "NEA Today," this comprehensive unit on the Civil Rights Movement is available online for free at www.visionaryproject.org/teacher.

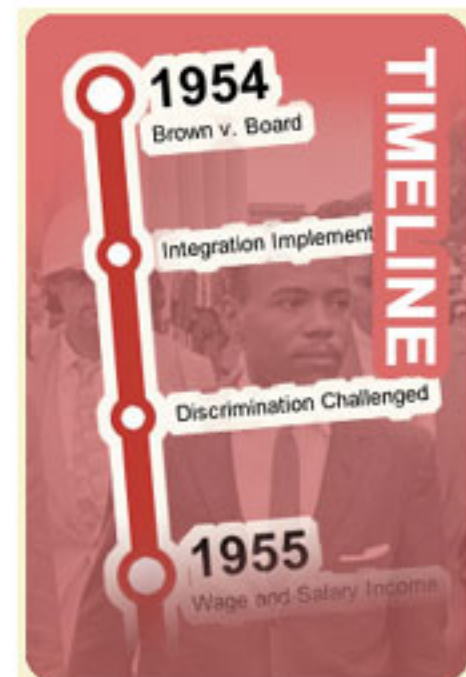
Developed for middle and high school teachers, Integrating with All Deliberate Speed features NVLP's unprecedented collection of video history interviews with African American pioneers, a timeline of the Civil Rights Movement, and a wealth of primary source materials, including photographs, speeches, and historical documents.

Take your students behind the scenes of the Movement through first-person accounts by historic figures, including Coretta Scott King, James Meredith, Andrew Young, Dorothy Height, Bob Moses, and Constance Baker Motley. Through their personal stories, students will gain rare access to the private realities behind public, historic events such as the 1963 March on Washington; the violent confrontation known as "Bloody Sunday" in Selma, Alabama; the 1964 Freedom Summer voting rights campaign; James Meredith's integration of the University of Mississippi; the Brown vs. Board of Education legal battle, and much more.

Created with NVLP by K. Wise Whitehead - the 2006 Gilder Lehrman Preserve America Maryland History Teacher of the Year - each lesson provides a rare and powerful point of view; history as told by the people who lived it.

Visit www.visionaryproject.org/teacher to access a comprehensive lesson plan, historiography and primary sources for each lesson. Choose a lesson, view the plan components, and then click on the companion "Student Site." Here your students will access the same primary resources. (The numbering system is identical, so you can assign primary sources for your students to view based upon your needs.)

Bring the struggle for civil rights, freedom and justice alive in your classroom, visit www.visionaryproject.org today.



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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