

Tom Horne Reports To Educators

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Did You Know?

Did you know that currently, there are no state board or legislative mandates specifically outlining class sizes or teacher to student ratios for any grade? ARS 15-2011 outlines the allowable number of students per square foot in a school, but these are based on fire codes, and may be up to 50 students per classroom!

It is up to each district's governing board, in conjunction with the School Facilities Board, to determine the capacity of each classroom and the adult to student ratio both indoors and on playgrounds. To learn what the policy is in your school, call your district office to ask for a copy of their policy on classroom sizes. Arizona Revised Statute 15-341 gives local jurisdiction to ensure adequate supervision over pupils in instructional and non-instructional activities.

15-341 . General powers and duties; immunity; delegation

A. The governing board shall:
1. Prescribe and enforce policies and procedures for the governance of the schools, not inconsistent with law or rules prescribed by the state board of education....

4. Manage and control the school property within its district...

17. Provide for adequate supervision over pupils in instructional and noninstructional activities by certificated or noncertificated

A Message from the Superintendent

There was a very thought provoking article in Nov. 21st edition of the New York Times (*Ideas & Trends: The Un-Incredibles; When Every Child Is Good Enough*, By John Tierney; John M. Broder), dealing with the deeper meaning of the movie *The Incredibles*. The movie takes the "excellence" side in the educational debate between excellence and egalitarianism. The hero, Mr. Incredible, complains that schools "keep inventing new ways to celebrate mediocrity." His son, Dash, is forbidden to race on the track team, because he is too fast. The villain, Syndrome, seeks to make it so that "everybody will be super, which means no one will be."

The Times article refers to a 40-year-old short story by Kurt Vonnegut Harrison Bergeron, set in the year 2081. A 14-year-old genius and star athlete is handicapped by the Handicapper General to keep others from feeling inferior. He weighs him down with 300-pound weights, and makes him wear earphones that blast noise. This is so that he cannot take "unfair advantage" of his brain.

The writer and director, Brad Bird, is quoted: "Wrong-headed liberalism seeks to give trophies to everyone just for existing. It seems to render achievement meaningless. That's a weird goal."

The article summarizes a disturbing trend: "Some schools have dropped honor rolls and class rankings, and the old practice of routinely segregating smart students in separate tracks has given way to the heterogeneous 'inclusion classroom.'"

The other side of the debate is represented in the article. Jeannie Oakes, a professor of "educational equity" at UCLA is quoted as stating: "Superhero kids don't exist in such abundance that we need to develop special and separate programs for whole classes of them." I cannot begin to tell you how furious a statement like that makes me. Bright kids have as much right as anyone else to be challenged to the utmost of their capabilities. Allowing a bright student to be bored in a class that is too slow is, in my view, a cosmic catastrophe.

The exclusive focus on "proficiency" in No Child Left Behind, and most state systems, can have the unintended consequence of causing schools to neglect the average and the brighter students. I have tried to counteract this in Arizona in a number of ways. To be a highly performing or excellent school, a school must reach a designated percentage of students, not only being proficient, but also exceeding proficiency. We have persuaded the Board of Regents to institute a full-tuition scholarship for students who exceed proficiency in all three tests, and meet certain other academic standards. Leaving No Child Left Behind should really mean challenging every student to the limits of his or her capabilities.

Sincerely,

Tom Horne

Tom Horne, Superintendent of Public Instruction

Department Spotlight

The Arizona Department of Education is committed to providing the best possible customer service. In an effort to accomplish this, we will be spotlighting a unit every issue to help introduce ourselves to you, and give you a better understanding of what we do. With that, we would like to introduce you to...

Career and Technical Education
Deputy Associate Superintendent- Milt Ericksen

To Ensure a dynamic workforce by fully developing every student's career and academic potential by preparing Arizona students for workforce success and continuous learning.

The Career and Technical Education Division (CTE) provides grant management, technical assistance, monitoring and support programs in Agriculture Education, Business Education, Family and Consumer Sciences Education, Industrial Technical Education, Health and Community Service Careers, and Marketing Education. CTE also strives to create partnerships with community colleges and postsecondary schools to increase secondary school enrollment.

Accountability Program Improvement- Measures AZ CTE secondary and postsecondary performance, performs local program evaluation for Tech Prep, monitors CTE enrollment and performance data, performance results, professional development opportunities, and AZ Career and Guidance resources.

Career Pathways- Provides assistance to student organizations such as DECA-Marketing; FBLA-Business; FCCLA-Family and Consumer Sciences; FFA-Agriculture; SkillsUSA/VICA-Industrial, Technical, Health and Community Service Careers.

Federal Vocational Programs- CTE oversees Federal Perkins funding for Vocational/CTE programs, Learn and Serve,

Grants and Management Information Services- Provides grants, as well as fiscal, and enrollment reporting services.

Workforce Development- Assistance for youth and adults who face barriers to employment through Trade Adjustment Assistance and the Work Force Investment Act.

Arizona Tech Prep- provides local support for Tech Prep, a national educational initiative that provides students with:

- A career pathway into postsecondary education leading to employment.
- Employability and technological skills.
- Advanced occupational training in partnership with business and industry.
- Articulated programs leading to a community college certificate and/or degree.
- Curriculum integrating academic and occupational skills.

For more information about CTE and available programs, visit our website at www.ade.az.gov/CTE
Contact Career and Technical Education at
1535 W. Jefferson Street, Bin # 39
Phoenix, AZ 85007
Tel: (602) 542-5282 Fax: (602) 542-1849

Best Practices...

Curriculum Mapping Increases Communication, Achievement

There is a need for schools to successfully align the curriculum (what is taught), the instruction (how it's taught) and the assessment (how student's demonstrate that they have learned what has been taught.) Curriculum mapping provides a vehicle for this important work. When completed effectively, it provides a blueprint for teachers and they can pace instruction over time. The process of mapping causes grade-level or content area teachers to analyze the curriculum and align it systematically. By publicly sharing maps school-wide, staff can discover gaps and repetition in instruction, can decide what should remain and what should not, and can identify areas for integration. Once the map is built for the year, conversations can focus on how teachers in a grade level might differentiate the instruction so that all students can achieve the learning goals.

A curriculum map will be successful if it is a living document, used consistently by teachers throughout the year. By mapping what's actually taught and when it's taught, teachers produce data that they can use. By looking at this data alongside the assessment data they have on students, they can make important cumulative revisions to the instruction they provide. (Creating a Timely Curriculum: a Conversation with Heidi Hayes Jacob, Educational Leadership, Volume 61 No. 4, and January 2004). To ensure that curriculum maps are effective blueprints, schools need to commit to systematic planning, reflection and revision or realignment of the plan. At the end of the year, with student data in hand, teachers need time to reflect individually and in grade-level teams, about what worked, what didn't and what they will change for next year. (Mills, 2001). Once state-level testing data is available, additional planning time is needed to create strategies for student success based on current testing data.

In order to be most effective, teachers must communicate in horizontal teams (all third grade teachers; all English teachers) as well as vertical teams (2nd 3rd and 4th grade teachers; English teachers at 9th, 10th, 11th grades) about what knowledge and skills students are demonstrating or not able to demonstrate at certain levels. When this frame defines the conversation, and when time and real data is used in the discussion, teachers can share strategies for stronger student success. A curriculum map comes to life with teachers in the classroom, making decisions on a daily basis about how to make that common objective make sense to the students they teach.

Cheryl J. Lebo ~ Deputy Associate Superintendent for Best Practices, School Effectiveness Division

Discipline Initiative...

Affirmations for Administrators

1. I will uphold my educational and professional integrity in myself and with students, parents and the school community.
2. I will provide students with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.
3. I am ready to implement policy and provide leadership to support staff for the enactment of proactive school discipline procedures that enhance student learning.
4. I will provide leadership to staff and encourage community involvement in the development and implementation of school safety and crisis plans.
5. I will build positive, nurturing relationships with students.
6. I will work hard to improve student attendance, dropout, and graduation rates.
7. I will make student achievement my number one priority and publicly celebrate students successes.
8. I will facilitate a safe, orderly environment conducive to student learning.
9. I will work with parents and the community to encourage active partnership in the educational process, in working together with the school to promote programs and services for all students.
10. I will create a healthy school culture, which promotes social culture and skills, as well as conflict management, prevention, and intervention programs for all students.

This I can and will do!



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

Dates To Remember...

- Jan. 18-21, 24-28 Pre-Test Workshop Spring 2005
- Jan. 18, Trainer- of -Trainers/Discrete Mathematics
- Jan. 19, Middle School & Meeting Math Standards
- Jan. 20, Alternative Math Techniques
- Jan. 21, Social Skills-Autism Spectrum Disorder

Good News in Education...

Three AZ Students Tie for Advanced Placement Scholar Award

Three high school students from the state of Arizona were among only 109 students from across the nation to receive the prestigious AP Scholar Award based on their outstanding performance on the Advanced Placement Program Examinations.

Ryan Sandell from Corona Del Sol High School in Tempe, Kellie Burroughs from Hamilton High School in Chandler, and Stephen Chiu from Brophy College Prep. in Phoenix received the award, which required a grade of 3 or higher on the greatest number of AP exams, and then the highest average on all AP exams taken. Typically one boy and one girl are awarded in each state, but in Arizona three tied for the top score, so three winners were selected.

Nearly 15,000 students world wide took more than 1.8 million AP exams. The exams are administered by the College Board, a non-profit organization that also administers the SAT and PSAT college entrance exams. A score of 3 or higher on a 5 point scale may qualify students for credit, advanced placement, or both at colleges and universities worldwide. AP tests are also now part of the determination for students to receive honors tuition waivers at Arizona universities beginning with the class of 2006.

To subscribe to this monthly on-line newsletter, [click here](#).

If you have questions, comments, or story ideas, contact Constituent Services at: adeneews@ade.az.gov or call 602-542-3710. Adria Martinez, Director of Special Projects & Constituent Services

Designed and edited by Amy Koenig

- Outreach: Evaluation - It's All in the Process**
- Jan. 6, Safford
- Jan. 10, Kingman
- Jan. 11, Flagstaff
- Jan.12, Tucson,
- Jan. 12, Window Rock
- Jan. 19, Snowflake
- Jan. 25, Mesa
- Jan. 26, Sierra Vista
- Jan. 13, Yuma
- Other ADE Events**

Free Educator Night at the Phoenix Zoo!
Programs, activities and resources from the Zoo, Desert Schools Credit Union, and Museums. Thursday, January 13

ADE Accepting Outstanding Student Nominations for Byrd Scholarship

The Robert C. Byrd Honors Scholarship is a federally funded program for high school seniors who show academic excellence and the promise of continued education.

A specific number of applicants are accepted from each public and private nonprofit high school depending on size. At least two recipients are selected from each county in Arizona based on school size, academic performance, school and community involvement, official recommendation by the school, and intended continuing education load. Additional recipients are selected in the order they meet selection criteria, regardless of county residence.

High school counselors submit applications of all eligible students to the Arizona Department of Education (ADE). Schools with a total student enrollment of less than 499 may nominate one applicant. Schools with a total student enrollment of 500 - 1,499 may nominate two applicants, and schools with a total student enrollment of over 1,500 may nominate three applicants. Students may not apply directly for this scholarship.

Applications are due no later than 5:00 p.m. **Monday, March 28, 2005**, and will not be accepted if submitted without the principal and/or school counselor's signature.

For more information and nomination forms, visit the [Robert C. Byrd Web site](#).

University Grant Awards Will Focus on Improving Student Achievement

Two new grant programs will better prepare teachers by delivering content rich professional development and by supporting teachers to develop successful learning communities.

The Center for Research on Education in Science, Mathematics, Engineering and Technology (CRESMET), located at ASU Tempe, was won just one of five Math and Science Partnership grants awarded this year by the National Science Foundation. Partnering with Chandler Unified, Mesa Public Schools, Tempe Union, Tolleson Union, and Maricopa Community College faculty, the \$12.5 million grant will focus on developing effective ways of helping high school students succeed in math and science. Tailored graduate courses will be developed that allow teachers to develop a deep understanding of content, integrate both science and mathematics, and better prepare students.

ASU West received a \$10 million grant from the U. S. Dept. of Education for "Teacher Quality Enhancement." The goals of the project are to recruit, prepare and retain high-quality new teachers in high-poverty urban and remote districts in Arizona and to ensure high-quality teaching and increased student achievement in these districts.

The grant will partner with high needs districts in both urban and rural settings - Madison, Osborn and Avondale in the Phoenix Metropolitan area as well as Chinle Unified School District in Chinle, the Whiteriver Unified School District in Eastern Arizona, Indian Oasis-Baboquivari Unified School District in Sells, and Douglas Unified School District in Douglas. The grant program will concentrate on standards-

Superintendent Tom Horne Seeks Teacher Input Regarding Technical Assistance

Dear Colleagues,

The ADE has a representative who is a member of the U.S. Department of Education's Western Regional Advisory Committee. I want to inform you about an opportunity to strengthen the capacity of state and local educational agencies to improve schools in our region. Our Regional Advisory Committee (RAC), one of ten established by the U.S. Secretary of Education, is charged with conducting an assessment of technical assistance needs of states, districts, schools, and other education stakeholders in this region. In March, the committee will submit a report to the Secretary that will help the USDOE establish funding priorities for a set of new regional technical assistance centers.

The ADE is requesting your comments and input regarding the technical assistance needs of educators to implement the goals of the No Child Left Behind Act (NCLB). You and your colleagues can actively participate and provide input to this process by registering on the [RAC Web site](#) and posting your comments in the public discussion area. Registration will automatically subscribe you to our E-bulletins that provide updates on regional information and notification of regional events.

If you do not wish to register, you may provide input on education and technical assistance needs by [email](#) or by mail to:

Western Region RAC Support
ATTN: Dr. Arthur Sheekey
The CNA Corporation
4825 Mark Center Drive
Alexandria, VA 22311-1850

Members of the committee are planning to conduct additional meetings, teleconferences, and online discussion groups with various education stakeholder groups, including educators, parents, and the business community. We will have three public meetings during which committee members from across the region will deliberate on what is important in the Western Region—a region that includes California, Arizona, Utah, and Nevada. The dates for the meetings are on the RAC Web site in the Western Region [Activities and Events link](#). I hope you will take the time to get involved in this important process. Please visit the [Web site](#) to stay up-to-date on the needs assessment project in your region. This is a wonderful opportunity to voice your concerns to the USDOE about the technical assistance needs of states and local school districts.

If you have any questions regarding the RAC project, please contact the RAC Support Office at [The CNA Corporation](#).

Sincerely,

Tom Horne, Superintendent of Public Instruction