



Tom Horne Reports to Educators

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A Message from the Superintendent

One of our key issues is the successful teaching of English language learners. They are about 15 percent of our student population, and our success with them is a key to our overall success.

We are studying schools that are successful in order to disseminate information about best practices. The first step is to identify the most successful schools. When I took office in 2003, we established unique student identifiers so that we could do longitudinal studies of their academic success. In a recent study, we identified all students that were English language learners in 2003, the earliest date for which we can do a longitudinal study. The most recent information that we could use when we did the study was 2005. So we asked the question, of students that were English language learners in 2003, what percentage in each school passed all three AIMS tests in 2005.

As you can imagine, there was a wide range. Six schools had a higher percentage passing in 2005 than the statewide average for all students, including Native English speakers. These are the six schools.

School	% Passed in 2005
Gallego Basic Elementary School	83.94
Magnet Traditional School	78.06
Vasquez DeCoronado Francisco School	77.86
Robert Bracker Elementary School	75.94
Esperanza Elementary School	71.38
Lincoln Elementary School	71.07

If you would like a listing of all Arizona schools with this information, please let [Click Here](#), to download that electronically. As we learn more about what methods have been used in these, and other successful schools, we will share them with you.

Simultaneously, the Morrison Institute for Public Policy and the Center for the Future of Arizona did a study with very interesting conclusions, although this study has different criteria. Their study, called *Beat the Odds*, was of schools with high percentages of Latino children, regardless of whether or not they were English language learners. Our study was limited to English language learners. Their study was a measure of Stanford 9 scores in third grade reading and eighth grade math, whereas our study was for all AIMS tests.

The *Beat the Odds* study listed nine schools as "improving" and three schools as "consistently strong." One of the consistently strong schools was the Fairbanks School, which did not have enough English language learners to make it into our study (schools were only included in our study if they had at least 200 English language learners). But the other two schools that were consistently strong were the Gallego Basic, which was No. 1 in our study, and the Phoenix Magnet Traditional, which was No. 2 in our study. This is an amazing consistency of results, especially considering the different criteria used.

The *Beat the Odds* study emphasized six qualities, divided into three basic ideas:

(i) Disciplined Thought: (1) A clear bottom line focused on achievement per classroom, achievement per teacher, and achievement per students. (2) Ongoing assessment tracked student performance on a monthly, weekly, or even daily basis.

(ii) Disciplined People: (3) A strong and steady principal keeps pushing ahead, no matter what the road blocks. (4) Collaborative solutions involve teachers and staff so they have ownership in the solutions.

(iii) Disciplined Action: (5) No single education program is a magic bullet. Any number of programs can succeed. Successful schools pick a good program and "stick with it," with some flexibility based on performance data. (6) Successful schools sought to meet state standards, and more, by tailoring programs to the individual student.

[Click Here](#) to download a copy of *Beat the Odds*, with their kind permission.

Sincerely,

Tom Horne
Superintendent of Public Instruction

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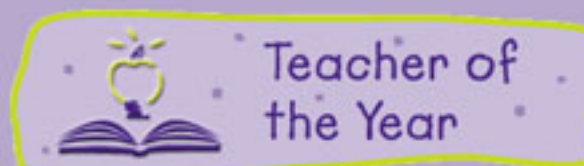
Celebrating Education

CONGRATULATIONS TO KEVIN ENGLISH FROM PEORIA HIGH SCHOOL, who is the recipient of the National ACTE Teacher of the Year Award for 2006.

Kevin was presented this award in Kansas City, Missouri on December 9th. Kevin English will be highlighted as the ACTE National Teacher of the Year during 2006 and be invited to do presentations on behalf of Career Technical Education Teachers nationwide.



Superintendent Horne congratulating Kevin English on being named the 2006 National ACTE Teacher of the Year.



Applications for the 2006-2007 A+ School Recognition Program and the A+ Exemplary Programs Award are now available from the Arizona Educational Foundation (AEF). Each year, AEF accepts applications from schools across Arizona, reviews and evaluates the applications, visits qualifying schools, and identifies winning schools. Applicant schools must have met the criteria as a "Performing" school (or better) under Arizona LEARNS; refer to the applications for other eligibility requirements. The A+ School Recognition Program, founded in 1983, evaluates schools on excellence in the following areas: student focus and support; school organization and culture; challenging standards and curriculum; active teaching and learning; professional community; leadership and educational vitality; school, family and community partnerships; and indicators of success (assessment). The A+ Exemplary Programs Award was created in 2004 to give public recognition to successful programs and practices at public schools and to facilitate communication and sharing of these outstanding programs among schools. Applications for both programs are available at:

www.azedfoundation.org/srp-about.html.

It is important to recognize and reward excellence and celebrate success in Arizona's schools. For hands-on information about the A+ application process, plan to attend one of four informational meetings that will be held across Arizona; a schedule of meetings can be found on AEF's website (see above). For more information about the A+ programs, the application process and the rewards, visit the website or call AEF at 480-421-9376 or email bobbie@azedfoundation.org.

2006-2007 United States Senate Youth Program- Scholarship

This program brings two high school juniors and/or seniors from each state to Washington, D.C. for one week to observe the federal government in action. The 104 student delegates are immersed in Washington activities throughout their week's stay. Visits to the Senate, House of Representatives, the Supreme Court and the Pentagon are interspersed with visits to various Smithsonian museums. Delegates hear major policy addresses by senators, cabinet members, officials of the Departments of State and Defense and others.

The William Randolph Hearst Foundation will make available to each of the 104 delegates selected to participate in the program a \$5,000 scholarship award. Additional information concerning the scholarships will be given to the delegates upon their arrival in Washington.

Applications are being accepted now through October 7th. [Click Here](#) to visit the Constituent Services website for more information or call 602-542-3710.



ARTS EDUCATION CONFERENCE

The Arizona Department of Education would like to invite you and your arts education faculty to attend an Arts Education Conference on Monday, October 9th at the Scottsdale Center for the Arts.

Participants will be introduced to the newly revised State Arts Standards for Dance, Music, Theatre and the Visual Arts (www.ade.az.gov/standards/arts/revised), as well as participate in crafting a strategic plan for arts education in Arizona.

Please download and share the attached flier with any interested faculty, staff and parents. It includes a link to our conference registration web-page.

If you have any questions regarding the conference, please contact Lynn Tuttle, Arts Education Specialist, at Lynn.Tuttle@azed.gov.

[Click Here](#) to download flier!



2006 Art Contest

The art palette is blank and waiting for students to free their imagination with an array of colors. Bring out crayons, paint, markers, anything you can use to put ideas into art. The Fulton Homes Grand Canyon State Games Art Contest presented by APS and Sponsored by Ottawa University promotes creativity through art as an effective method for youth across the nation to express their dreams and ideas for a successful life and a better community. This contest provides students an opportunity to compete as a means of building self-esteem.

Encourage your students to draw, paint, decoupage, be innovative artistically as the challenge is on to use their creativity and imaginations to put this year's themes into art. Themes range from topics on Character Education, to Inhale Life being Tobacco free, to the importance of taking care of your bodies in a healthy manner and the importance of being Proud to be an American. [Click Here](#) to link to our website and view the specific themes and guidelines for this year's contest.



The contest is FREE and begins August 14th. Gold, Silver, and Bronze medals will be awarded to the top winners from each grade. The deadline to submit entries is October 28th.

For those who enjoy writing, get ready to sharpen your pencils for our Essay Contest coming in November. There is an opportunity for everyone ~if you are athletically inclined don't forget our Winter Games kicks off in January. More details will follow on both events in a later issue of this newsletter or you can always visit the Games website at www.gcsg.org. "Together We Have The Power To Make It Happen"

Best Practices:

Use the First Days to Start the School Year Right

By Shelly Pollnow, Education Specialist and Oran Tkatchov, Director of Academic and Instructional Support

As we begin the new school year, little ones who can barely reach the first step on the big yellow bus wave to parents and arrive at school eager to meet their new teacher and make new friends. Older students puzzle over whether they should take the big yellow bus or cajole Mom or Dad for the family car keys. Teachers have worked tirelessly to make sure that they have all the necessary tools to make their classrooms rich with learning experiences. Most teachers (whether they have been teaching for 30 years or are fresh from the ranks of student teaching) are pulling out their "First Days" files. As we all know, consistent procedures put in place on the very first days of school will net **more instructional time on task** as well as happier and **healthier students and teachers** by the time the last bell rings at the end of the school year.

Harry and Rosemary Wong are authors of the book, *The First Days of School*. In an interview with Educational World, Dr. Wong refers to classroom management as "practices and procedures that allow teachers to teach and students to learn." (Wong, 2006) When asked what the most important procedures and routines were to have in place, Harry Wong, agreeing with additional research states, "The most common management routine is to have the students begin work as soon as they walk into the classroom. That means an assignment is already posted, it's there every day, and it's in the same place every day." (Wong, 2006; Skinner & Belmont, 1991; Patton, 1994; Paulu, 1998.)

Dr. Fred Jones is also a contributor to "Education World." He is a speaker and author of many articles and books. In his most popular book, *Tools for Teaching*, Dr. Jones also talks about the advantages of "bell work." Fred Jones instructs teachers to make sure that "bell work" is kept simple. He further states "make sure it serves a purpose in getting the day's instruction started. Use it as a warm-up activity. It probably incorporates the review that you would have done anyway -- after settling in". He believes "It's the work that separates the world of the classroom from the world of play. It's the work that provides purpose to the process of "settling in." (Jones, 2000)

The tone of the classroom begins not only in the first few minutes each and every day, but even earlier. It begins on the very first day of school when not a minute of educational time is lost as teachers and students enjoy the benefits of having more time to tackle those rich content experiences.

For more information:

Jones, F. (1996-2006). *Classroom management*, Educational World, Inc. Retrieved August 11, 2006 from the World Wide Web: <http://www.education-world.com>

Jones, F. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

Patton, J.R. (1994). *Practical recommendations for using homework with students with learning disabilities*. *Journal of Learning Disabilities*, 27(9), 570-578.

Paulu, N. (1998). *Helping your students with homework: A guide for teachers*.

Washington, DC: U.S. Department of Education, Office of Educational Research. Retrieved September 19, 2000, from the World Wide Web: <http://www.ed.gov/pubs/HelpingStudents>

Skinner, E., & Belmont, M. (1991). *A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement*. Unpublished manuscript, University of Rochester, Rochester, NY.

Wong, H. and Wong, R. (1996-2006). *Effective teaching: The most important factor*.

Retrieved August 11, 2006 from the World Wide Web: <http://teachers.net/>

Professional Development Opportunities

[Click Here to visit the ADE Calendar of Events](#)

Title I Fall Process

A+ School Lunch Program

Commodity Ordering Web-Based Training

Curriculum Mapping

NSLP Computer Track

A Team Approach to Preschool Eligibility Assessment & Transition to School-Age Services

Character Education Conference

Essential Information for SAIS Coordinators

Got a story idea, picture or celebration?

We'd love to hear from you! Email us at: ADENews@ade.az.gov