State of Arizona

Department of Education

REVISED STATE PLAN

FOR

HIGHLY QUALIFIED TEACHERS

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With input from stakeholders representing:

Arizona Board of Regents

Arizona Charter School Association

Arizona Education Association

Arizona's Public Schools

Arizona School Personnel Association

Arizona Superintendents Association

Community Colleges

State Board for Charter Schools

State Board of Education

State and Private Universities

Teach for America

ADE Divisions:

- Academic Achievement

- School Effectiveness

- Information Technology

- Educational Services and Resources

INTRODUCTION

Arizona's commitment to highly qualified teachers in every Arizona classroom

The Arizona Department of Education (ADE) is pleased to present this plan addressing the requirements of the No Child Left Behind Act (NCLB) and our commitment to assuring that our state's teachers are highly qualified.

Arizona's dual accountability system

Accountability for student achievement in Arizona is structured around two complementary pieces of legislation, the federal No Child Left Behind Act and the state's voter initiative, Proposition 301, which resulted in Arizona LEARNS. Arizona LEARNS is the Arizona Department of Education's school accountability system. The ADE has aligned AZ LEARNS to meet the accountability requirements of the federal No Child Left Behind Act of 2001. Both accountability measures are focused on improving the conditions and structures in schools to ensure that leaders can lead more effectively, teachers teach more effectively, and *all* students are ultimately more successful academically.

The Arizona Department of Education has implemented the following measures to ensure that the federal and state accountability initiatives complement one another.

- Adequate Yearly Progress (AYP) is a component in the formula for calculating state achievement profiles;

- A single, online school improvement planning tool is used by all schools required to develop a plan, including schools that failed to make AYP, schools with *Underperforming* achievement profiles, schools that operate school-wide Title I programs, and schools that are seeking accreditation through the North Central Association, Commission on Accreditation and School Improvement;

- Arizona's *Standards & Rubrics for School Improvement* is the shared instrument used for conducting evidence-based needs assessments;

- Arizona's *Resource Guide for the Standards & Rubrics for School Improvement* helps connect all schools to appropriate, research-based information related to their identified needs;

- "Solutions Teams," a process for peer validation and feedback visits prescribed by Arizona LEARNS, will be available to schools in Title I School Improvement Years 1 and 2;

- The findings of these Solutions Teams are subject to ongoing analysis by ADE's Best Practices Section, which then offers teachers research-based academies that address the most frequently cited challenges; and

- The IDEAL (Integrated Data to Enhance Arizona's Learning) web portal delivers high quality, research-based professional development to all teachers, even in the state's most isolated rural areas.

NCLB and Arizona LEARNS side-by-side comparison

NCLB	*AZ LEARNS*
Federal Law: January 2002 reauthorization of ESEA	**State Law:** November 2000 Voter initiative Proposition 301/A.R.S. §15-241
Annual snapshot of student performance, known as **Adequate Yearly Progress, or AYP**	Annual, longitudinal examination of student performance, known as an **Achievement Profile**
Components of **Adequate Yearly Progress**: • AIMS Scores • Percent of Students Assessed • Attendance/Graduation Rates	Components of **Achievement Profile**: • AIMS Scores • Measure of Academic Progress (MAP) • Graduation/Dropout rates Adequate Yearly Progress (AYP)
Identifies schools using a yes/no system with regard to Adequate Yearly Progress: • School made AYP • School did not make AYP	Identifies schools using a progressive scale: • Excelling • Highly Performing • Performing Plus • Performing • Underperforming Failing to meet academic standards
All public schools receive an AYP determination, but consequences apply only to Title I schools	**Consequences apply to all public schools**

NCLB	AZ LEARNS
Did not make AYP 1 year: Warning Year	Underperforming Year 1
Did not make AYP 2 years: • School Improvement Year 1	Underperforming Year 2
Did not make AYP 3 years: • School Improvement Year 2	Underperforming Years 3-6 Failing to Meet Academic Standards (pending site visit) District Schools: • Team Intervention Planning Session (TIPS) for determining the capacity and recommended interventions such as: • Turnaround Personnel which may include one or more of the following, Turn Around Principal, Mentor Principal or Accomplished Teacher Leader for Academic Success (ATLAS). • Intergovernmental Agreement (IGA) is established between the LEA and the Arizona Department of Education based on the TIPS. Charter Schools: • The charter school sponsor will take action to revoke or restore the failing charter school
Did not make AYP 4 years: • Corrective Action	
Did not make AYP 5 years: • Restructuring Planning	
Did not make AYP 6 years: • Restructuring Implementation	
School is "free and clear" of these consequences as soon as it makes AYP for two consecutive years.	District schools are "free and clear" of these consequences as soon as it is designated Performing, Performing Plus, Highly Performing, or Excelling. Charter schools must operate under the terms of the consent agreement.

Arizona's response to the Peer Review request for additional evidence

ADE submitted its Revised Highly Qualified Teachers Plan to the United States Department of Education (USDE) on July 7, 2006. Arizona's state plan was reviewed by a Peer Review Panel that concluded the plan as submitted did not provide sufficient evidence in some areas to ensure that Arizona would reach the goal of having all classes in core academic subjects taught by highly qualified teachers, and that poor and minority children would be taught at the same rates as other children, by highly qualified and experienced teachers.

This report is Arizona's response to the request of USDE for additional evidence in each area in which the Peer Reviewers believed Arizona's plan of July 7, 2006 did not provide sufficient evidence. ADE has not included in this response, restatements of the evidence provided and previously found by the Peer Review Panel to be sufficient. We look forward to USDE's review and guidance related to these revisions.

HQT Requirement 1

The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1a) Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

District self reported data

The data in Table 1 below is a compilation of the High Qualified Teacher (HQT) data reported to ADE from self reports completed by all Arizona School Districts and submitted to USDE for the 2003-04 and 2004-05 school years. These reports were not pre-populated with data from ADE. All districts hand compiled the information.

Districts reported that in the 2003-04 school year: 3.9% overall; 1.5% of all elementary core academic classes; and 5.6% of all secondary core academic classes were taught by non-Highly Qualified (HQ) teachers. For the 2004-05 school years, 5.1% of all classes in combined elementary and secondary school; 2.5% in elementary; and 6.8% of all secondary classes were taught by non-HQ. This is a 1.2% increase in the percentage of all classes taught by non-HQ from that reported by districts in 2003-04; a 1.0% increase in the percentage of elementary classes taught by non-HQ; and a 1.2% increase at the secondary level.

Additionally, data collected in 2004-05 only, indicated that 4.1% of core academic classes in the highest poverty elementary schools and 9.4% of classes in the highest poverty secondary schools were taught by non-HQ teachers.

Accuracy of Data at the Classroom Level

These reported increases in the percentages of non-HQ were troubling since ADE had been working diligently with district and charter schools statewide to help teachers meet the HQT requirements and anecdotal and certification evidence indicated increases in the numbers of teachers who now met the requirements but had not done so in 2003-04.

In 2004-05, ADE began reviewing the district data collection processes used in reporting HQT data to ADE and also reviewing the accuracy of reported data through on site monitoring visits statewide.

In their HQT reports for school year 2004-05, states were asked to report information both for elementary and secondary schools overall and for the highest-poverty quartile and lowest poverty quartile for each elementary and secondary. To arrive at this determination, Arizona combined all schools together (both elementary and secondary) and then extracted the data for schools, whether they were secondary or elementary, from the top and bottom quartiles of the combined list of schools. Thus the number of core academic classes taught by highly qualified teachers in 2004-05 in high poverty and low poverty fields does not equal 50% of the number of core academic classes taught by highly qualified teachers in all elementary and in all secondary schools. For future reporting Arizona will create two separate lists, one for all elementary schools statewide and one for all secondary schools statewide and report the top and bottom quartile figures from each list.

Additionally it became apparent that HQT data collection needed to be expanded to assure it included all teachers working in Arizona's schools, including those in the state's 469 charter schools. In many cases, information from charter schools had not been solicited because charter schools are, by state law, exempt from statewide reporting requirements regarding teacher qualifications. However based on USDE's non-regulatory guidance, as Local Education Agencies (LEAs), charter schools are now responsible for reporting federal data required under NCLB to the same extent and on the same timelines as all other LEAs in Arizona.

ADE monitors also reported in their findings that the self reporting system employed in the data collection from each school and district lacked the controls necessary to assure its accuracy. Findings by the state monitors indicated numbers and percentages of teachers not meeting HQT requirements at levels higher in many districts than those contained in the reports provided to ADE.

Monitors also reported that many districts did not clearly understand the HOUSSE requirements and it appeared that some districts were reporting teachers as qualified under HOUSSE that did not meet the requirements.

Table 1. Core academic classes taught by non-HQ in high and low poverty schools

School Type	Number of Core Academic Classes Taught by all Teachers		Number of Core Academic Classes Taught by Non-Highly Qualified Teachers		Percentage of Core Academic Classes Taught by Non-Highly Qualified Teachers		Increase in percentage of classes taught by Non-HQT 2003-04 to 2004-05
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05	
All Schools	103,430	123,727	3,998	6,358	3.9	5.1	+1.2
Elementary High-Poverty		14,056		571		4.1	
Low-Poverty		10,965		149		1.4	
All Elementary Schools	43,578	47,244	672	1,189	1.5	2.5	+1.0
Secondary High-Poverty		7,562		713		9.4	
Low-Poverty		9,124		605		6.6	
All Secondary Schools	59,852	76,483	3,326	5,169	5.6	6.8	+1.2

Note: For the 2003-04 school year, data was submitted for all schools, high poverty, and low poverty schools, but was not broken out by elementary and secondary schools, and thus is not displayed in the table. For 2004-05, data was submitted for all schools, high poverty, low poverty and by elementary and secondary schools.

ADE's plan to increase the specificity, timeliness, scope and accuracy of data
To assure that the new data collection resulted in the high quality and complete data collection envisioned by ADE, a four step process was designed to assure the accuracy of the collected data. A timeline was developed which would have led to the capture of this data aligning with the timeline for the Revised HQT Plans. Unfortunately as a result of the State of Arizona, Office of Auditor General's Information Technology audit this summer, ADE was required to make improvements in all Information Technology (IT) areas. The most critical need was to better manage the security of its IT systems and applications. In anticipation of these findings, ADE recognized the need to focus on security risks and instituted a moratorium on IT design and development. The agency set aside all other IT agency priorities to focus upon securing the agency's technical assets. The timing of the moratorium (from 05-01-06 to 06-30-06) temporarily adversely impacted ADE's ability to collect the 2005-2006 HQT data as planned.

The modernization of ADE's IT division has resulted in a stronger emphasis on service delivery to LEAs and will enhance the 2006-2007 and subsequent HQT data collection processes. The necessary upgrades are now complete and the four phase data collection, verification, analysis and reporting process with revised timelines is back on track and described in the following section.

Arizona's four phase HQT data collection plan and timelines

May 26, 2006 – Phase I – Pilot - HQT data collection instrument to 234 schools (182 elementary and 52 secondary – All Title I *Schools* identified as in Title I School Improvement
Two hundred and thirty-four HQT Data Collection Reports, pre-populated with individual teacher data, were emailed to schools identified for Title I School Improvement. School and district personnel were asked to verify and correct data. To increase the accuracy of data reported from district and charter schools a new Highly Qualified Data Collection system was developed. In this process, reporting forms are pre-populated with teacher data drawn from the School District Employee Report filed by each district and cross referenced using Teacher Certification Records. (The exception to pre-populated reports was for charter schools where this process was the first time charter schools were required to submit HQT and Certification data.) Thus district and charter schools need only make revisions to the data rather than the former system which required the district to create and report new data and add missing data from their records every year. Beginning with this Phase, data from the reports can and will now be verified at ADE as they come in to the state, as well as through the continued monitoring processes in which state monitors confirm data through on-site and desk audits.

June 9, 2006 – Phase I – Pilot - Reports due to ADE
HQT Data Collection Reports due to ADE from 234 schools identified for Title I School Improvement.

July 7, 2006 – Phase I – Pilot - Data to USDE as part of Revised HQT Plan
ADE HQT Plan Phase I - data from Title I schools identified for school improvement - submitted to USDE. This report includes the following Comprehensive Teacher Quality Data elements:
1. Race/Ethnicity;
2. Experience;
3. Special Coursework (Bilingual or ESL endorsement);
4. Number and percent of HQ teachers:
   a. Disaggregated data to indicate which option teachers used to become highly qualified
      i. Rigorous content exam (AEPA)
      ii. Major or 24 hours in the content area
      iii. HOUSSE rubric;
5. Number and percent of classes taught by HQ teachers;
6. Number and percent of classes taught by non-HQ teachers; and
7. Number and percent of teachers on Emergency Teaching Certificates.

August 30, 2006 – Phase II – Field Test – HQT Data Collection -Instrument to *districts*
All schools in all districts that have one or more schools in Title I School Improvement. This results in data collection from an additional 593 schools (in addition to the 234 schools in Phase

I) for a total of 827 schools out 1486 statewide. School districts that have one or more schools identified for Title I School Improvement accessed via VPN the HQT Data Collection application, pre-populated with individual teacher data. School and district personnel were required to verify, correct, and supply missing data.

September 20, 2006 - Phase II – Field Test - Reports due to ADE
HQT Data Collection due to ADE from all schools in *districts* with one or more schools in Title I School Improvement.

November 1, 2006 – Phase II – Field Test - Data analysis to USDE
HQT Data Collection Phase II - data from school districts that have one or more schools in Title I School Improvement (827 out of 1486 schools statewide)– due to USDE. ADE data analysis will focus on HQT by school and district based on the Comprehensive Teacher Quality Data Elements identified in Phase I.

December 1, 2006 – Phase III –   Full Implementation instrument to *all districts/schools*
Statewide HQT Data Collection for 2006-07 year. HQT data collection web window opens for all district and charter schools.

January 15, 2007 – Phase III – Full Implementation reports due to ADE
HQT Data Collection for 2006-07 due to ADE from all district and charter schools statewide.

March 1, 2007 – Phase III – Full Implementation data analysis to USDE
HQT Data Collection Phase III – 2006-07 data from all district and charter schools provided to USDE. ADE data analysis will focus on HQT data by school and school district and high and low poverty.

August 1 - 2007 and following years – Phase IV – Data collection window opens
State-wide HQT Data Collection web window opens for all district and charter schools. *This new timeline will allow ADE time during the current school year to work with identified non-HQT districts, schools, and teachers*.

October 15 - 2007 and following years – Phase IV–Reports due to ADE
HQT web window closes on data collection for current school year. Data due to ADE from all district and charter schools statewide.

December 31 – 2007 and following years – Phase IV –Preliminary data analysis complete
HQT Data Collection for current school year - data from all district and charter schools provided to state stakeholders. ADE data analysis will focus on HQT by school and school district by each of the HQT data collection elements, high and low poverty, and schools not making AYP.

December 31 – 2008 and following years – Phase IV –Consolidated Report to USDE
HQT Data Collection for 06-07 school year - data from all district and charter schools provided to USDE. ADE data analysis will focus on HQT by school and school district by each of the HQT data collection elements, high and low poverty, and schools not making AYP.

Data collection and reporting

As can be seen from the timelines above, in its Phase I HQT data collection, Arizona has collected HQT data at the classroom level for the 234 schools in Title I School Improvement in 2005-06. Of these, 182 were elementary schools and 52 were secondary schools. Arizona defines secondary schools as "those schools serving grades 9 through 12," and elementary schools as "all other schools." In Phase II that collection was expanded to include all schools in all districts that had one or more schools in Title I School Improvement for 2005-06. In Phases III and IV, this data collection will be expanded to all district and charter schools. As part of the Phase III and beyond data collection, these designations will be revised to provide a separate category for "middle schools."

A major goal of the Phase I and II data collections has been to increase the accuracy of data reported from district and charter schools under ADE's new Highly Qualified Data Collection system. In this process, reporting forms were pre-populated with teacher data drawn from the School District Employee Report filed by each district and cross referenced using Teacher Certification Records. Thus district schools needed only to make revisions to the data rather than the former system which required the district to create and report new data and add missing data from their records every year. Because Arizona charter schools are not required to complete the School District Employee Report and charter school teachers are not required to be state certified, it was not possible to pre-populate the forms sent to charter schools. However, many charter schools do require their teachers to be state certified; therefore, it is possible to cross-check their HQT reports with the certification database. Beginning with Phase I, data from the reports can and will now be verified at ADE as they come in to the state, as well as through the continued monitoring processes in which state confirms data through on-site and desk audits.

In Phase III, data for all schools statewide for the 2006-07 school year will be returned to ADE by January 15, 2007, carefully reviewed by ADE and a full analysis submitted to USDE by March 1, 2007. For years following, these reports will be received by ADE in October and the preliminary analysis provided to state stakeholders by December 31 and provided to USDE via the annual Consolidated Report as their timeline requires.

Analysis of classroom level data for 2005-06

Accurate HQT data is available at the classroom level for 2005-06 based on Phase I data which includes the 234 schools identified as in Title I School Improvement for the 2005-06 school year. Of these 234 schools, 162 are district public schools and 72 are charter schools.

In Arizona, district and charter schools are public schools governed by local education agencies. Further charter schools are defined as public schools established by contract with a district Governing Board, the State Board of Education or the State Board for Charter Schools to provide learning that will improve pupil achievement.

Elementary core academic classes

Table 2. Elementary high and low poverty school core academic classes taught by non-HQ by subject – Phase I data

	All Schools			High Poverty			Low Poverty		
	Non HQ	Total	%	Non HQ	Total	%	Non HQ	Total	%
Arts	17	232	7.3%	11	170	6.5%	3	13	23.1%
Elementary	172	2104	8.2%	136	1598	8.5%	16	138	11.6%
ESL/BLE	7	27	25.9%	5	23	21.7%	0	0	0
Mathematics	26	215	12.1%	13	137	9.5%	1	4	25.0%
Science	16	158	10.1%	9	97	9.3%	1	4	25.0%
Social Studies	10	168	6.0%	3	105	2.9%	2	5	40.0%
Special Education	80	416	19.2%	62	307	20.2%	0	14	0.0%
Language Arts/Reading	35	315	11.1%	16	195	8.2%	2	12	16.7%
Totals	363	3635	10%	255	2632	9.7%	25	190	13.2%

In Arizona's elementary classrooms, Phase I data indicates that overall, 10% of classes are taught by teachers who do not meet the requirements of HQT. In the 25% of elementary schools with the highest levels of poverty, 9.7% of classes are taught by teachers who were not HQ.   In the 25% of elementary schools with the lowest poverty, this percentage is 13.2%.   These results indicate that there *is* a disparity in the percentages of classes taught by HQ teachers in the high and low poverty schools that disparity appears to *disadvantage low poverty schools*.

While the Phase I data appears to demonstrate that equity issues related to HQ status between high and low poverty in Arizona elementary schools does not result in children in high poverty schools being taught at a higher level by non-HQ teachers than other children, Phase II and III data will provide a fuller and more detailed picture. ADE is committed to working to assure *all children* are taught by highly qualified teachers and will continue its efforts to address the issue of retention and recruitment though a variety of programs and strategies which are more fully described in the Equity Plan attached.

The data indicates that the classes of greatest concern, based on percentages of teachers who are NHQ are:

1. ESL/Bilingual
2. Special Education (all areas combined)
3. Mathematics
4. Language Arts/reading
5. Elementary Education - self contained

In those highest poverty schools, the areas of greatest concern, based on the percentages of teachers who are not HQ are slightly different from the overall. They are:

1. ESL/Bilingual
2. Special Education
3. Mathematics
4. Science
5. Language Arts/Reading

Secondary core academic classes

Table 3. Secondary high and low poverty school core academic classes taught by non-HQ by subject – Phase I data

Secondary	All Schools			High Poverty			Low Poverty		
	Non HQ	Total	%	Non HQ	Total	%	Non HQ	Total	%
Arts	1	26	3.9%	1	12	8.3%		2	0.00%
English	5	136	3.7%	4	80	5.0%	1	12	8.3%
Foreign Languages	2	20	10.0%	2	12	16.7%		1	0.0%
Mathematics	12	117	10.3%	7	71	9.9%	5	11	45.5%
Science	6	91	6.6%	4	50	8.0%	2	17	11.8%
Social Studies	8	93	8.6%	7	62	11.3%	1	10	10.0%
Special Education	5	32	15.6%	5	28	17.9%		1	0.0%
Totals	39	515	7.6%	30	315	9.5%	9	54	16.7%

In Arizona's secondary classrooms, Phase I data indicates that overall, 7.6% of classes are taught by teachers who do not meet the requirements of HQT. In the 25% of secondary schools with the highest levels of poverty, 9.5% of classes are taught by teachers who were not HQ.   In the 25% of secondary schools with the lowest poverty, this percentage is 16.7%.   These results indicate that there *is* a disparity in the percentages of classes taught by HQ teachers in the high and low poverty schools that disparity appears to *disadvantage low poverty schools*.

While the Phase I data appears to demonstrate that equity issues related to HQ status between high and low poverty in Arizona secondary schools does not result in children in high poverty schools being taught at a higher level by non-HQ teachers than other children, Phase II and III data will provide a fuller and more detailed picture. ADE is committed to working to assure *all children* are taught by highly qualified teachers and will continue its efforts to address the issue of retention and recruitment though a variety of programs and strategies which are more fully described in the Equity Plan attached.

The data indicates that the classes of greatest concern, based on percentages of teachers who are not HQ are:

1. Special Education
2. Mathematics
3. Foreign Languages
4. Social Studies
5. Science

Unlike the analysis of the highest need areas in elementary schools, in those highest poverty secondary schools, the areas of greatest concern, based on the percentages of teachers who are not HQ were identical to those of the overall results.

Classes in high poverty schools taught by non-HQ teachers

Despite the initial data analysis based on Phase I data, Arizona is concerned about the number of teachers in high poverty (and other) schools who have yet to meet HQT status. Between now and the time the Phase III analyses is complete, Arizona has begun and will continue to implement strategies to help more teachers in high poverty schools meet the requirements of HQT. Those strategies are described in the Arizona Equity Plan which is attached.

1b) Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

The Phase I data collection was limited to the Title I schools not making AYP. Thus the data analysis above reflects the HQT needs of schools not making AYP including data from:

a. Table 2 above and its analysis is of the elementary high and low poverty school core academic classes taught by HQ and Non-HQ teachers by subject for all schools in Arizona identified as in School Improvement Status for 2005-06; and

b. Table 3 above and its analysis is of the secondary high and low poverty school core academic classes taught by HQ and Non-HQ teachers by subject for all schools in Arizona identified as in School Improvement Status for 2005-06;

1c) Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Groups of teachers to whom the Arizona plan and strategy will pay particular attention

Arizona will use the analysis in Question 1a as the basis for identification of particular groups of teachers that Arizona will work to assure meet HQ status. They are:

a. Non-HQ Elementary teachers teaching ESL/Bilingual, Special Education (all areas combined), Mathematics, Language Arts/reading, and Elementary Education - self contained;

b. In high poverty elementary schools, additional emphasis will be placed on science teachers;

c. Non-HQ secondary teachers teaching special education, mathematics, foreign languages, social studies and science;

d. Teachers in charter schools who do not hold bachelor's degrees; and

e. Arizona has identified the HQ status of rural teachers as a area of *potential* concern pending Phase II and III data collection.

Arizona's plan to assure all charter school teachers meet the HQ requirements regarding Bachelor's degrees

Arizona's rules and statutes governing charter schools do not require charter school teachers to hold state certification, nor is there a requirement designating a minimum level of educational attainment, as a requirement for employment as a teacher in an Arizona charter school. In accordance with federal guidelines, the ADE is interpreting that all charter school teachers of core academic content must meet the HQ requirements under NCLB, other than the requirement for state certification.

Because charter schools have previously been exempted from state requirements on reporting and certification, Arizona's first IT task has been to identify the number, location, educational, and HQ status of charter school teachers statewide. As described in ADE's HQ Data Collection project and timeline described in 1a above, this data will be available January 15, 2007 and provided to USDE on March 1, 2007. In the meantime, as part of the Phase I data collection, information was solicited from the 74 charter schools that were identified as in Title I School Improvement for 2005-06. That data is displayed in Table 4.

The data presented in this table has been self reported, as was the data collected from district schools prior to Phase I. As such, it was not subject to the more rigorous procedures designed into the other Phase I data collection elements. With those caveats in mind, it appears that more than 90% of charter school teachers hold Bachelor's degrees or higher. Additionally many teachers in charter schools hold full Arizona certification. Assuring the remaining 10% of charter school teachers secure Bachelor's degrees and assisting others in moving to HQ status is a priority focus of Arizona's strategy to assure all students are taught by highly qualified teachers.

Table 4. Educational Level of Charter School Teachers – Phase I Data

Highest Degree Held by Charter School Teacher	Number of Charter School Teachers who are Non-HQ	Percent of Charter School Teachers who are Non-HQ	Number of Charter School Teachers who are HQ	Percent of Charter School Teachers who are HQ	Number of Charter School Teachers Holding this as Highest Degree
Unknown	43	100%	0	0%	43
AA	18	100%	0	0%	18
BA	37	8.9%	379	91.1%	416
BS	2	11.8%	15	88.2%	17
Ed. Specialist	0	0.0%	2	100.0%	2
MA	7	3.8%	175	96.2%	182
Doctorate	0	0.0%	17	100.0%	17
Grand Total	83	11.9%	612	88.1%	695

Looking at the left most column, and subtracting teachers whose highest degree was marked as "unknown" or "AA," 634 of the 695 teachers in all charter schools identified for Title I School Improvement in 2005-06, or 91.2%, were reported as holding a bachelors degree or higher. Charter schools have additionally reported that 612 or 88.1% of their teachers meet HQ requirements. This is seven percentage points lower than that reported for district schools. While this represents a significant challenge, it also helps to define the scope of the challenge to ADE, the State Board of Education and the State Board for Charter Schools as they design and implement the programs that will move all charter school, and all other teachers, to HQ status.

Building on the strengths of Arizona's charter schools

As described in A.R.S. § 15-181, charter schools are established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils. Charter schools are public schools that serve as alternatives to district public schools. ADE has prioritized its HQ work with charter schools into a two pronged approach. In the first, ADE will work to reach teachers and the charter schools employing those teachers who do not hold Bachelor's degrees. A second effort will be targeted toward moving charter school teachers already possessing at least a Bachelor's degree, but are non-HQ to HQ status. ADE will develop procedures and monitor all charter schools to assure that all new core academic teachers hired by charter schools hold at least a bachelor's degree beginning with the 2007-08 school year.

ADE will enter into a high profile communication outreach to charter schools regarding non-degree holding and degree holding non-HQ teachers in Arizona charter schools about avenues and opportunities available to enable them to meet HQT requirements. ADE will also provide technical assistance to charter schools to assist in helping non-HQ teachers meet these federal requirements. Should these efforts not be effective, ADE will consider sanctions on the same

timelines and in the same circumstances as those employed with teachers in, and district schools that, do not meet the NCLB HQT requirements.

The State Board for Charter Schools, as an authorizer of charter schools, but not the SEA responsible for monitoring compliance with NCLB, has worked to collect and incorporate NCLB HQT information into its processes. This includes:

1. Technical Assistance to Charter Schools
   a. Inclusion of the Highly Qualified Professionals Section of the Academic Achievement Division of the Arizona Department of Education as presenters at the annual New Operator Workshop;
   b. Promoting and hosting specific HQT informational meetings for charter schools presented by the Highly Qualified Professionals Section;
   c. Facilitating communication between the Arizona Charter Schools Association and the Highly Qualified Professionals Section;
   d. Including HQT collection and reporting documents in the First Year Site Visit technical assistance packet; and
   e. Participating in HQT charter school monitoring conducted by the Highly Qualified Professionals Section.

2. Application
   The application for a charter school sponsored by the State Board for Charter Schools has been revised each year to support the timeframes for HQT in the charter school classrooms. The application instructions provide for a Personnel Plan as part of the overall Business Plan. In that plan, the applicant is required to provide:
   a. What personnel will be needed
      i. Quantity and Title
      ii. **Qualifications**
      iii. Compensation
   b. Plans for recruiting, hiring, and training

Additionally, there is a scoring section related directly to the qualifications of the instructional staff and the school's compliance with hiring highly qualified teachers. As shown below, the scoring criteria have evolved over time to support a charter's full compliance with HQT.

Application Year	Scoring Criteria (HQT specific)
2007-08	*Description of **qualifications** for **instructional staff** identified **aligns** with the program of instruction described and with **NCLB Highly Qualified** criteria for required personnel.*
2006-07	*Description of **duties** and **qualifications** for **instructional staff** identified **aligns** with **NCLB Highly Qualified** criteria for required personnel within the timeframe required by law.*
2005-06	*Description of **duties** and **qualifications** for **instructional staff** identified **aligns** with **NCLB Highly Qualified** criteria for required personnel within the timeframe required by law.*

Application Year	Scoring Criteria (HQT specific)
2004-05	Description of duties and qualifications for each category (i.e. elementary teacher, middle school teacher, etc.) of staff identified. Discussion includes how the school will meet NCLB Highly Qualified criteria for required personnel within the timeframe required by law.
2003-04	Describes process for recruiting students and personnel

3. The Board will support and work closely with the Highly Qualified Professionals Section of the Academic Achievement Division of the Arizona Department of Education to develop and deliver a communications plan for charter schools. This communications plan will not only outline the requirements of NCLB HQT but also identify options and financial resources available to move charter school teachers to HQ within specified timelines.

Rural Teachers in Arizona

ADE has also identified the HQ status of rural teachers as an area of *potential* concern pending Phase II and III data collection. The table below, drawn from Phase I data, illustrates the serious challenges still faced by rural schools, districts and teachers in meeting HQ status. This data was gathered under the federal Rural Education Achievement Program (REAP) program definitions.

Table 5a. Core academic classes taught in REAP schools in Phase I Data Collection

	REAP Charter Schools Number of courses taught by non-HQ teachers	REAP Charter Schools Number of courses taught by HQ teachers	REAP District Schools Number of courses taught by non-HQ teachers	REAP District Schools Number of courses taught by HQ teachers	REAP Total
Arts	1	1	8	43	53
Elementary	2	15	33	318	368
English	2	1	6	44	53
ESL/BLE			4	4	8
Foreign Languages			2	12	14
Mathematics	3	5	17	70	95
Science		4	13	57	74
Social Studies		3	5	66	74
Spec. Ed	2	7	21	76	106
Language Arts/Reading	1	5	9	57	72
Grand Total	11	41	118	747	917

Table 5b. Core academic classes taught in non-REAP schools in Phase I Data Collection

	NON-REAP Charter School Number of courses taught by non-HQ teachers	NON-REAP Charter School Number of courses taught by HQ teachers	NON-REAP District School Number of courses taught by non-HQ teachers	NON-REAP District School Number of courses taught by HQ teachers	NON-REAP Total
Arts	6	25	13	215	259
Elementary	37	194	121	1487	1839
English	6	77	3	63	149
ESL/BLE		13	3	21	37
Foreign Languages	1	8	5	17	31
Mathematics	2	74	32	220	328
Science	8	59	23	175	265
Social Studies	4	72	15	194	285
Sped	4	26	74	326	430
Language Arts/Reading	4	23	29	263	319
Grand Total	72	571	318	2981	3942

Table 5c. Summary of courses taught by non-HQ teachers in REAP and non-REAP schools - Phase I Data Collection

	REAP Charter Schools	REAP District Schools	Non-REAP Charter Schools	Non-REAP District Schools
Total Number of Teachers	52	865	643	3299
Number of Non HQ Teachers	11	118	72	318
Percent of Non HQ Teachers	21%	13.6%	11.2%	9.6%

In Tables 5a, 5b and 5c the Phase I data comparing the HQ status of teachers in REAP schools identified for Title I School Improvement in 2005-06 is compared to the HQ status of teachers in all other schools identified for Title I School Improvement in 2005-06. In the most rural (REAP) charter schools, 21% of classes are taught by teachers who were not HQ as compared to 11.2% in those charter schools not meeting the REAP definition. In the most rural (REAP) district schools, 13.6% of classes are taught by teachers who were not HQ as compared to 9.6% in those district schools not meeting the REAP definition. These results indicate that there *is* a disparity in the percentages of classes taught by HQ teachers in both charter school and district schools in the most rural areas of the state.

ADE believes that these numbers may understate the actual number of rural schools as the federal definition is limited to the very few most isolated districts in the state. ADE will continue to collect data on HQT status in rural areas of Arizona, including REAP data, through Phases II and III of the data collection.

1d) Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

In the display of Phase I data below, the number and percentage of classes taught by HQ and Non-HQ teachers is displayed by county.

Table 6. HQ and Non-HQ status of Arizona classes by county

County	Number of classes taught by non- HQ teachers	Number of classes taught by HQ teachers	Total Number of classes taught	Percent of classes taught by non-HQ teachers	Percent of classes taught by HQ teachers
Greenlee	7	1	8	87.5%	12.5%
Gila	16	48	64	25.0%	75.0%
Pinal	57	190	247	23.1%	76.9%
Cochise	10	48	58	17.2%	82.8%
Yuma	51	249	300	17.0%	83.0%
Apache	56	312	368	15.2%	84.8%
Pima	85	485	570	14.9%	85.1%
Navajo	33	234	267	12.4%	87.6%
Santa Cruz	6	58	64	9.4%	90.6%
La Paz	1	10	11	9.1%	90.9%
Yavapai	1	10	11	9.1%	90.9%
Mohave	3	39	42	7.1%	92.9%
Maricopa	183	2496	2679	6.8%	93.2%
Coconino	10	160	170	5.9%	94.1%
Total	519	4340	4859	10.7%	89.3%

In Greenlee, Gila, and Pinal counties, classes taught by Non-HQ teachers exceed the state average by more than ten percentage points. Each of these counties faces significant challenges. Greenlee and Gila counties are located far from population centers. They are former mining communities with sharply declining populations and low teacher salaries. Pinal county faces different but equally challenging circumstances. Sandwiched between the two largest metropolitan areas in Arizona, this formerly rural county faces difficulty in attracting and keeping HQ teachers who are drawn to the higher salaries of the nearby metropolitan areas. Working to move teachers to HQ status and retaining them in these counties is a priority focus of Arizona's strategy to assure all students are taught by highly qualified teachers.

1e) Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Identifying the courses often taught by non-HQ teachers

In addition to the analysis in 1a above which examines classes most often taught by Non-HQ teachers from Phase I data, ADE has also used another method used to identify and track particular courses that are often taught by non-HQT teachers. In this analyses ADE staff have examined statewide requests to the Arizona State Board of Education for the issuance of Emergency Teaching Certificates. Using this methodology, the following courses have been identified as often taught by non-highly qualified teachers:

1. Special Education (all 8 areas combined)
2. Elementary Education
3. Mathematics
4. English
5. Science

ADE desired to look at more than a single year of data in making decisions about Emergency Certificates. Because comparable data for the years prior to 2005-06 were not available, ADE made two separate comparisons which provided comparison data, even though each has certain limitations. In the first displayed in Table 8, ADE compared overall Emergency Certification data for 2005 -06 to the period of from July 1 through September 15, 2006.

In its first analysis, ADE created Table 7 below which shows the number and areas in which the AZ State Board of Education issued Emergency Teaching Certificates for the 2005-06 school year and the number of certificates issued in the *year to date* for 2006-07. It is displayed from the greatest to least number issued. The content areas in which the most Emergency Teaching Certificates issued in this group were:

1. Special Education (all 8 areas combined)
2. Elementary Education
3. Mathematics
4. English
5. Science (all areas combined)

Table 7. Comparison of Emergency Teaching Certificates issued in full year 2005-06 to the first 2.5 months of 2006-07

Certificate Area	Full Year 2005-06 (July 1 to June 30)	Partial Year July 1, 2006 to Sept. 15, 2006	Difference between 2005-06 to YTD 2006-07
Elementary Education	922	553	-369
Cross Categorical Special Ed	527	337	-190
Mathematics	202	130	-72
Learning Disability Special Ed	149	71	-78
English	145	95	-50
General Science	98	58	-40
Early Childhood Special Ed	85	70	-15
Social Studies	66	33	-33
Physical Education	48	25	-23
Spanish	47	27	-20
Emotional Disability Special Ed	40	34	-6
Mental Retardation Special Ed	39	23	-16
Music	38	30	-8
Speech and Language Impaired Spec Ed	33	12	-21
Language Arts	27	1	-26
Art	25	14	-11
Biology	18	20	2
Severely and Profoundly Special Ed	16	14	-2
History	13	7	-6
Business	11	2	-9
Dance	11	11	0
Computers	10	4	-6
Earth Science	10	3	-7
Hearing Impaired Special Ed	10	6	-4
Visually Impaired Special Ed	10	4	-6
French	9	3	-6
Chemistry	8	2	-6
Drama	7	6	-1
Family and Consumer Sciences	6	2	-4
Health	5		-5
Agriculture	4	1	-3
Reading	4		-4
Physics	3	2	-1
American Sign Language	2	1	-1
Chinese	2	1	-1
German	2	3	1
Library/Educational Media	2		-2

Certificate Area	Full Year 2005-06 (July 1 to June 30)	Partial Year July 1, 2006 to Sept. 15, 2006	Difference between 2005-06 to YTD 2006-07
Navajo	2	4	2
Physical Science	2	1	-1
Political Science/American Government	2		-2
Psychology	2	2	0
Sociology	2		-2
Communication Arts	1	1	0
Computer Science	1	3	2
Electronics	1		-1
Industrial Arts	1	1	0
Japanese	1	2	1
Journalism	1		-1
Criminal Justice		1	1
Middle Grades Mathematics 7-8		3	3
Totals and Difference 2005-06 and Year to Date 2006-07	**2670**	**1623**	**-1047**

In the table above, the number of Emergency Teaching Certificates issued shows an overall 60% decline between the fiscal year 2005-06 and the period of July 1, 2006 and September 15, 2006 (the period in which the greatest number of Emergency Teaching Certificates are issued.) However because this table does not show an exact match in time period and previous year data is not available, ADE also analyzed matched time periods for which data was available in the table below. This table captures data from July 1 to September 18 for each school year 2005-06 and 2006 -07.

Table 8. Comparison of Emergency Teaching Certificates issued in matched portions of 2005-06 to 2006-07

Certificate Area	July 1, 2005 through Sept 15, 2005	July 1, 2006 through Sept 15, 2006	Difference Between number of Emergency Teaching Certificates Issued in 2005 and 2006
Elementary Education	631	556	-75
Cross Categorical Special Ed	378	344	-34
Mathematics	155	130	-25
Learning Disability Special Ed	112	72	-40
English	99	95	-4
General Science	70	58	-12
Early Childhood Special Ed	56	70	14
Social Studies	44	33	-11
Physical Education	41	25	-16
Music	34	30	-4

Certificate Area	July 1, 2005 through Sept 15, 2005	July 1, 2006 through Sept 15, 2006	Difference Between number of Emergency Teaching Certificates Issued in 2005 and 2006
Spanish	33	27	-6
Emotional Disability Special Ed	29	34	5
Mental Retardation Special Ed	22	23	1
Language Arts	21	1	-20
Speech and Language Impaired Spec Ed	21	12	-9
Art	17	14	-3
Biology	13	20	7
Severely and Profoundly Special Ed	12	17	5
Dance	10	11	1
History	9	7	-2
Business	8	2	-6
Computers	7	4	-3
Drama	6	6	0
Earth Science	6	3	-3
Family and Consumer Sciences	6	2	-4
Hearing Impaired Special Ed	6	6	0
Visually Impaired Special Ed	6	4	-2
French	5	3	-2
Chemistry	4	2	-2
Reading	4		-4
Agriculture	3	1	-2
German	2	4	2
Physics	2	2	0
Political Science/American Government	2		-2
Sociology	2		-2
American Sign Language	1	1	0
Chinese	1	1	0
Communication Arts	1	1	0
Electronics	1		-1
Health	1		-1
Japanese	1	2	1
Journalism	1		-1
Library/Educational Media	1		-1
Physical Science	1	1	0
Psychology	1	2	1
Computer Science		3	3
Criminal Justice		1	1
Industrial Arts		1	1
Middle Grades Mathematics 7-8		3	3
Navajo		4	4
Grand Total	**1886**	**1638**	**-248**

In this analysis, the number of Emergency Teaching Certificates issued shows an overall decline of 13% from a total of 1,886 in 2005 to 1,638 in 2006. The content areas in which the most Emergency Teaching Certificates were issued reinforces the data reported in the first table and the highest number of Emergency Teaching Certificates issued by content area remains identical:

1. Special Education (all 8 areas combined)
2. Elementary Education
3. Mathematics
4. English
5. Science (all areas combined)

Based on the identical results from both data sets, ADE is confident that the content areas selected represent valid data on which to base decision making regarding targeted assistance by content area, and in designing efforts to assist teachers in these areas to move to HQ status.

Elementary education emergency teaching certificates

Most Emergency Teaching Certificates, especially those granted in the area of Elementary Education, address very short term certification delays. Arizona is a rapidly growing state. In fact the school population is expected to grow by 50% by 2018. This means that in addition to aggressive "grow your own" strategies to credential more current Arizona residents as teachers, Arizona must continue to actively recruit teachers from out-of-state. This is the basis for most of the requests for Elementary Education Emergency Teaching Certificates. For example, many teachers recruited by Arizona schools are recent graduates from California's schools of education. California is up to eight months behind in issuing its teaching certificates. Arizona can document that these new graduates have completed their educational requirements but must use the Emergency Certificate as a bridge certificate as new teachers wait for the official documents from California.   Exacerbating this problem are those teachers coming from out-of-state that have not previously completed Arizona's subject matter tests. The first administration of that test for the 2006-07 school year is after the beginning of the school year and results are not received by school districts until October. For these teachers, too, Emergency Certificates are requested until the test results are in and recorded and the out-of-state teacher is eligible for an initial Arizona license.

Arizona concerted effort to limit Emergency Certificates

To assure that Emergency Certificates are used primarily to solve short term certification problems, the State Board of Education has approved new administrative rules limiting the use of Emergency Teaching Certificates in Arizona. These rules will limit the issuance of Emergency Teaching Certificates to a single year with the possibility of no more than two additional years in a lifetime. The rules require applicants to file a plan, monitored by ADE, for obtaining HQ status. Principals must approve and monitor such plans in addition to the monitoring by ADE.

During this period, teachers on Emergency Certificates are contacted by ADE. Those teachers who are not awaiting previously earned certificates or other documentation allowing them to rapidly move to an initial teaching license are provided with information about and counseled to enter the internship program. In this program, the intern candidate is enrolled in a State Board approved teacher preparation program or State Board approved alternative path to certification. They are entitled to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate.

Requirement 2
The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2a) Does the plan identify LEAs that have not met annual measurable objectives for HQT?

The Annual Measurable Objective for all Arizona LEAs was 100% HQT by the end of the 2005-06 school year. In Arizona both district and charter schools are defined as LEAs. Data collected in Phase I indicates the following LEAs did not meet the 100% AMO for HQT. It is anticipated that additional LEAs will be included following the Phase III data collection.

Table 9. LEAs that did not meet the AMO of 100% HQT by the end of 2005-06

LEA Name	LEA Name
Academic and Personal Excellence, Inc.	Laveen Elementary District
Academy of Arizona	Liberty Traditional Charter School
Academy Of Excellence, Inc.	Life School College Preparatory, Inc.
Academy with Community Partners Inc	Littleton Elementary District
Air Academy Charter High School	Luz Social Services, Inc.
Ajo Unified District	Maricopa County Regional District
Alhambra Elementary District	Maya Public Charter High School
Altar Valley Elementary District	Mcnary Elementary District
Arizona Call-a-Teen Youth Resources, Inc.	Mesa Unified District
Arizona Community Development Corporation	Miami Unified District
Avondale Elementary District	Murphy Elementary District
Bicentennial Union High School District	Nadaburg Elementary District
CAFA, Inc.Classics and Four Arts Academy	New Visions Academy, Inc.
Calli Ollin Academy	Nogales Unified District
Camp Verde Unified District	Ocotillo Public Charter High School
Career Success Schools	Omega Alpha Academy
Cartwright Elementary District	OMEGA SCHOOLS d.b.a. Omega Academy
Casa Blanca Middle School	Painted Desert Demonstration Projects, Inc.
Cedar Unified District	Paradise Valley Unified District
Cesar Chavez Learning Community, Inc.	Patagonia Elementary District
Cesar Chavez Middle Schools, Inc.	Pathways Charter Schools, Inc
Chandler Unified District	Phoenix Advantage Charter School, Inc.
Chinle Unified District	Phoenix Elementary District

LEA Name (cont'd)	LEA Name (cont'd)
Clifton Unified District	Phoenix School of Academic Excellence
Cochise Private Industry Council	Phoenix Union High School District
Coolidge Unified District	Pima County Board of Supervisors
Country Gardens Educational Services, LLC	Pima Prevention Partnership
Crane Elementary District	Pinon Unified District
Creighton Elementary District	PPEP & Affiliates
Desert Hills Public Charter High School	Precision Academy Systems, Inc
Destiny School, Inc.	Premier Charter High School
Douglas Unified District	Primavera Technology Learning
Dysart Unified District	Red Mesa Unified District
E.A.G.L.E. Academy, Inc.	Renaissance Educational Consortium, Inc.
El Dorado Public Charter High School	Riverside Elementary District
Eloy Elementary District	Roosevelt Elementary District
Espiritu Community Development Corp.	Sacaton Elementary District
Flagstaff Unified District	Sahuarita Unified District
Florence Unified School District	Salome Consolidated Elementary District
Founding Fathers Academies, Inc	Salt River Pima-Maricopa Community Schools
Fowler Elementary District	San Carlos Unified District
Friendly House, Inc.	Sanders Unified District
Ft Thomas Unified District	Santa Cruz Valley Union High School District
Gadsden Elementary District	Scottsdale Horizons Charter School
Ganado Unified District	Shonto Governing Board of Education, Inc.
General Health Corp.	Somerton Elementary District
Gila Bend Unified District	South Pointe Public Charter School
Glendale Elementary District	Southgate Community Development Corp.
Global Education Foundation	Sunnyside Unified District
Globe Unified District	Tempe Elementary District
Ha:san Preparatory & Leadership Charter	Tertulia: A Learning Community
Harvest Power Community Dev. Group	Tuba City Unified District
Holbrook Unified District	Tucson Accelerated Public Charter High School
Ideabanc, Inc.	Tucson Unified District
Indian Oasis-Baboquivari Unified District	Valley of the Sun Waldorf Education Assoc.
Integrity Education Corporation	Vechij Himdag Alternative School, Inc.
Ira H. Hayes Memorial Applied Learning Ctr	Victory High School, Inc.
Isaac Elementary District	Washington Elementary District
J O Combs Elementary Disrict	West Phoenix Public Charter High School
Kayenta Unified District	Whiteriver Unified District
Kingman Unified School District	Window Rock Unified District
Lake Havasu Charter School, Inc.	Yuma Elementary District

2b) Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives? (Met in July 2006 Peer Review—see below)

2c) Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible? ? (Met in July 2006 Peer Review—see below)

Beginning in 2002, as LEAs developed their NCLB Consolidated Plans, each was required to develop annual measurable objectives (AMOs) to meet the HQT requirements. LEAs were required to annually update their NCLB Consolidated Plans, including progress toward meeting HQT requirements. As a result of LEAs not meeting the HQT AMOs, requirements, the ADE increased LEA accountability to meet HQT requirements by the end of the 2006-07 school year. Phase I data is based on Title I schools identified for improvement in the 2005-06 school year. Data for all LEAs regarding teachers meeting HQ standards will be submitted to USDE by December 1, 2006.

Protocols have been developed by ADE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ no later than the end of the 2006-2007 school year.

District Protocol

- LEA FY 07 applications for Title I-A (if eligible) and Title II-A grants must include evidence of financial support for teachers who have not met the HQT requirements. Applications and amendments will not be approved if there are teachers identified as non-HQ without appropriate justification. Additional information on 2007 NCLB Fiscal Applications may be found at
  http://www.ade.az.gov/gme/FundingProfileView/FundingProfileFiles.asp?ID=316

- LEA will complete and submit a   Plan for Highly Qualified Teachers and Plan for Highly Qualified Teachers Summary Report to ADE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned ADE Education Program Specialist. Failure by the LEA to meet established deadlines for HQT reporting will result in an interruption of federal funds.
  See Attachment # 1 LEA Plan for Highly Qualified Teachers and
  Attachment # 2 LEA Plan for Highly Qualified Teachers Summary Report

- LEA Plan for Highly Qualified Teachers will align with the NCLB Final Consolidated Plan

- LEA Plan for Highly Qualified Teachers will align, as appropriate, to the Arizona School Improvement Plan/Schoolwide Plan to ensure completion of HQT requirements by the end 2006-07 school year, and to support non-HQ teachers to become HQ

- LEA   will   provide   evidence   of   HQT   to   ADE   on-site   program   monitors
  See Attachment # 3 Highly Qualified Teacher Monitoring Protocol
  - o   Verification of compliance will occur as part of the regular program monitoring as required for each of the following Divisions within ADE:

- Exceptional Student Services (Special Education)
- Academic Achievement (NCLB)
- School Effectiveness (Title I School/District Improvement)

- Additional monitoring by ADE specialists will occur when significant concerns arise over inaccurate HQT data

- LEAs will be required to complete a Compliance Activities Plan to address HQT deficiencies. The Compliance Activities Plan will be monitored by the ADE HQ Review Team. Failure by the LEA to meet established deadlines for the Compliance Activities Plan will result in an interruption of federal funds.
  See Attachment # 4 Compliance Activities Worksheet

School Protocol

- School Principals are required to submit to ADE, a data summary of non-HQ teachers which includes grade/content area, action items, review dates, and support provided by the school/district
  See Attachment # 5 Highly Qualified Teacher School Summary Report

- School Principals will assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans (for the 2006-07 school year)

- School Principals are required to align their Arizona School Improvement Plan/Schoolwide Plan activities with the HQT requirements to ensure all teachers are HQ by the end 2006-07 school year.

Teacher Protocol

- Each non-HQ teacher must complete and submit an Individual Highly Qualified Teacher Plan to the building principal including a timeline to become HQ (during the 2006-07 school year)
  See Attachment # 6 Individual Highly Qualified Teacher Plan

- Each Individual Highly Qualified Teacher Plan must be completed and submitted to the building principal within four weeks of employment

Requirement 3
The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

3a) Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans? **(Met in July 2006 Peer Review—see below)**

3b) Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority? **(Met in July 2006 Peer Review—see below)**

3c) Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals? **(Met in July 2006 Peer Review—see below)**

3d) Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1? **(Met in July 2006 Peer Review—see below)**

3e) Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified? ? **(Met in July 2006 Peer Review—see below)**

3f) Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?? **(Met in July 2006 Peer Review—see below)**
Technical Assistance

ADE continues to provide LEAs with technical assistance to ensure superintendents, school leaders, and teachers understand the HQT requirements. ADE Highly Qualified Professionals unit has developed and provided uniform reporting documents for the individual teacher, school leaders and superintendents to manage each LEAs non-HQ teacher's activities to become HQ. The reporting documents will ensure accurate data for ADE staff for reporting to USDE and provide ADE with data to determine the specific professional development needs of schools that have not made AYP. The LEA Plan for Highly Qualified Teachers requires that superintendents and principals coordinate allocation of resources to support non-HQ teachers.

Technical assistance teams provide direction for LEAs, schools, and teachers. This direction includes phone and email support, statewide presentations for Title I Schools that have not made AYP, county-wide meetings for all LEAs and schools within each county, and assistance to teachers in completing the Individual Teacher by visiting with teachers at their school site. The assistance teams also present at statewide conferences sponsored by Title I, Title I School and District Improvement, Early Childhood, Best Practices, and Special Education Units within ADE. The teams are frequently asked to present at other professional development meetings and conferences sponsored by professional educational organizations in Arizona. The ADE provides technical assistance to institutions of higher education regarding changes to state and federal requirements for teachers.

Professional Development

Schools not making AYP are given high priority in receiving professional development.

- **Best Practices Academies**

  The Academies provide a concentrated focus on Solution Team findings, requests from ASSIST Coaches and Title I School and LEA Improvement Specialists, as well as requests from the field, and student achievement data. High-poverty, low-performing schools are alerted of Best Practice Academies before the rest of the field, therefore providing them with an early registration opportunity. All schools labeled as "Underperforming" by AZLEARNS are provided the opportunity to attend two Best Practices Academies per year at no cost, including travel reimbursements. Title I schools identified as not making AYP may use their Title I School Improvement Grant to attend the academies as well. The academies provided by the Best Practices Section promote team learning, offer follow-up opportunities, adhere to the National Staff Development Council guidelines, and address the specific needs of Arizona schools. Over 51 academies have been offered since 2004, with over 4,500 educators attending these events. All academies address the necessary concepts and strategies to strengthen the skills and knowledge of teachers already working in high-poverty, low-performing schools. Additional information on Best Practices Academies may be found at http://www.ade.az.gov/schooleffectiveness/schooleffectcatalog.pdf

Funding Source:	Title I, Title I School Improvement Grant, Title II-A, Title V-A, Title III, State and Local funds
Targeted High-Need Group:	High poverty, low performing

- **What Works in Schools Conference**

  The 2005-06 school year was the first year in which Title I schools identified for improvement were invited to attend this three part conference. Teams were able to collaborate with Dr. Robert Marzano, staff from the Association for Supervision and Curriculum Development Cadre Members (Bea McGarvey and Debra Pickering) and staff from the Arizona Department of Education, to assist in identifying the school level, teacher level, and student level factors that impact student achievement and how to incorporate these factors as they developed goals and wrote their Arizona School Improvement Plan (ASIP).

Funding Source:	Title I School Improvement Grants
Targeted High-Need Group:	Title I schools identified for improvement

- **The Resource Guide for the Standards and Rubrics for School Improvement**

  The Resource Guide provides a plethora of information to educators organized around the Arizona's four Standards for School Improvement: Leadership; Curriculum and Professional Development; School Climate, Culture, and Communication. The guide offers many articles, templates, and examples regarding research-based strategies that can assist the teachers in high-poverty, low-performing schools. Since May of 2005, over 160,000 educators have accessed this online tool. Additional information on the Resource Guide for the Standards and Rubrics for School Improvement may be found at http://www.schoolsmovingup.net/cs/az/print/htdocs/az/home.htm

Funding Source: State School Improvement funds
Targeted High-Need Group: High poverty, low performing

- **ESA Teacher Quality Grants**

A new organization of support utilizing the resources of the Offices of the County Superintendent of School was developed to respond to professional development needs of all teachers and LEAs within the state, to meet the goals of NCLB regarding highly qualified teachers, and to more effectively utilize dwindling funding. Under A.R.S. §15-301 County Schools Offices are designated as education service agencies, ESAs, whose goal is to deliver technical assistance and educational services to school districts and charter schools in each respective county. The County ESAs assist districts and charter schools in acquiring nationally researched, scientifically-based best practices in school and instructional improvement that complement the ADE's Standards and Rubrics for School Improvement as well as address the highly qualified teacher requirements outlined in NCLB. ESAs serve the entire K–12 educational system and ensure statewide capacity to deliver high-quality professional development programs that meet the identified county needs of teachers, principals, and students. The County ESAs implement professional development plans and activities that reflect nationally recognized strategies and those defined in NCLB, Section 9101(34) for high quality professional development. The following counties have designated their funding to focus on assisting teachers to become highly qualified and reducing emergency teaching certificates:

Apache Middle School math, science, language arts, social studies and conversion of emergency certificates to provisional teaching certificates
Cochise Middle School math, science, and language arts
Coconino Middle School math, science, and language arts
Graham Middle School math, science, and social studies
La Paz Middle School math
Maricopa Middle School math and science
Navajo Middle School math, science, language arts, and social studies
Yuma Middle School math, science, and conversion of emergency certificates provisional teaching certificates

Funding Source: Title I, Title II-A
Targeted High-Need Group: Statewide

- **Annual Mega Conference**

The Mega Conference offers a comprehensive array of professional development opportunities for NCLB program coordinators and for educators who implement NCLB programs. The two and one-half day conference is an opportunity to focus on NCLB program administration, federal accountability requirements, and coordination of programs including Title I, II-A, II-D, III, IV, V-A, Gifted, Migrant, Indian Education, Arts, Homeless, Neglected or Delinquent, Grants, and Operations. Through NCLB program coordinators' attendance at this conference, relevant information is communicated to assist teachers in

high-poverty, low-performing schools to strengthen their skills and knowledge in meeting student needs.

Funding Source: NCLB Funds
Targeted High-Need Group: Statewide

- **Integrated Data to Enhance Arizona's Learning (IDEAL)**

  IDEAL represents ADE's commitment and dedication to offer online resources that support high quality teaching and provides an engaging, technology-rich learning environment for all Arizona students.
  The IDEAL portal can be found at www.ideal.azed.gov
  (Guest User ID: testuser19; Password: Poplin19).

  Through the IDEAL portal, ASSET (Arizona School Services Through Educational Technology) membership is provided to all Arizona district and charter schools, which makes available a wide-range of online professional development for teachers, including a free 15-hour Structured English Immersion course. Teachers will find over 5,000 streaming videos to support their classroom instruction. In addition, teachers can access the ADE Reference Library, which is a searchable online database of trade books aligned to the Arizona Academic Achievement Standards by grade level, subject area, strand, concept, and/or students' reading levels.
  ASSET can be found at http://www.asset.asu.edu
  (Guest User ID: testuser19; Password: Poplin19).

  Within IDEAL, teachers can download strand and concept level quizzes in PDF format that are aligned with Arizona Academic Achievement Standards. These formative assessments are intended for use by Arizona educators and should be used to guide instruction in the classroom.   IDEAL provides teachers access to an item bank in order to create additional formative assessments, which are also aligned with the Arizona Academic Achievement Standards. With one simple sign-in, all Arizona stakeholders can access the information system of data, resources, and services to enhance all students' learning.

  Funding Source: State and Federal funds
  Targeted High-Need Group: Statewide

- **English Acquisition Services** (EAS) **Unit**

  The EAS Unit within the ADE has implemented a variety of steps, in order to ensure that English Language Learner (ELL) students within Arizona are instructed using high quality teaching strategies and methods for optimal success. Many of the high-poverty, low performing schools and districts have a high percentage of ELL students.   ADE has implemented the following steps to ensure teachers have the appropriate skills and knowledge to assist all ELL students to succeed:

  1. The first step was to create a task force, consisting of state-wide constituency, which developed English Language Proficiency Standards that were aligned to the Arizona

Academic Achievement Standards. These standards enable classroom teachers to choose content standards for lesson planning and delivery with specific language objectives.

2. The second step was to adopt a single statewide language to measure English proficiency. The English proficiency assessment allows ELL students to be categorized by proficiency levels and placed in an appropriate ELL program. A single statewide assessment allows ADE to gather and process student data such as: time spent in a program, development of language skills, development of academic skills, program quality, reclassification data and areas necessary for improvement. Alignment studies were conducted regarding the assessment and the English language proficiency standards. An assessment augmentation was developed to produce a closer alignment between the language assessment and language standards.

3. The third step was to implement the Structured English Immersion (SEI) Endorsement. This endorsement is a requirement of all individuals who hold a valid teaching certificate to include teachers, supervisors, superintendents, and principals, in order to obtain specific training in areas that benefit students who are learning a second language as well as academic content. This requirement stipulates that individuals who hold teaching certificates must obtain the 15 clock hours (1 credit hour) prior to August 2006 and 45 additional clock hours (3 credit hours) to be completed by August 2009.

4. A task force of statewide constituents was formed to create a curricular framework for 15 clock hours (1 credit hour) and 45 clock hours (3 credit hours) for the SEI Endorsement training. These frameworks included specific goals and objectives in areas necessary for the development of language during content instruction, to include: assessment, English proficiency standards, foundations, strategies, data collection, and parent/family involvement. English Acquisition Services (EAS) conducts annual training conferences to ensure that statewide constituents have training available to them.

5. EAS reviews all SEI training syllabi to ensure that the 15 clock hour (1 credit hour) and 45 clock hour (3 credit hours) are strictly adhered to by independent trainers, district training personnel, and college/university coursework. Once EAS has reviewed the syllabi for alignment to the framework goals/objectives, it is submitted for approval by the State Board of Education. A list of approved providers is posted and updated weekly on the English Acquisition website.
http://www.ade.az.gov/asd/lep

6. EAS conducts compliance monitoring of LEAs throughout the state. EAS selects 12 districts from the top 50 districts with the highest ELL population, 10 districts are selected that are not within the top 50 districts, and 10 LEAs with 25 or fewer ELLs to be monitored. These LEAs are put into a 4 year monitoring cycle. The monitoring consists of on-site visits that include: verification of HQT documentation, classroom observations for instructional strategies, teacher interviews, student file reviews, and

administration interviews. Districts who have compliance issues must submit Corrective Action Plans for EAS review. All districts that fall into the Corrective Action category have follow-up technical assistance visits.

7. EAS also provides technical assistance to underperforming schools/districts and any school/district that requests technical assistance. These technical assistance visits may include trainings regarding all compliance/monitoring areas.

8. EAS has partnered with the Arizona K-12 Center to provide a "Trainer of Trainers" format to aid in the training of all school and district personnel. EAS has partnered with Arizona State University ASSET, to develop an on-line training program. Arizona teachers can access ASSET at no charge.

9. EAS conducts annual assessment training seminars throughout the state.

10. EAS has created a sample ELL monitoring notebook for districts to complete to assist in compliance guidelines. These notebooks include forms, ELL policies/procedures, ELL student lists, teacher training lists, and ELL program models. These notebooks allow compliance monitors to assess a district's needs and areas necessary for assistance.

To access the ELL monitoring notebook requirements go to:
http://www.ade.az.gov/asd/lep/TofCELLMonitoringNotebook.doc

Funding Source: State and Federal funds
Targeted High-Need Group: Statewide

- **AZ READS**

  AZ READS is a comprehensive initiative aimed at improving reading achievement in Arizona. It challenges Arizona educators and parents to participate in a statewide collaborative effort so that every Arizona child will learn to read proficiently by third grade and remain a proficient reader through the twelfth grade. With reading as the foundation of our efforts to raise student achievement, children will be prepared to succeed in school, in the workplace, and in life. All publicly funded Arizona schools serving grades kindergarten through third grade are considered AZ READS schools. Educators working at these schools are eligible to participate in professional development, such as: K-3 Reading Academy, AZ READS Leadership Academies, DIBELS Leadership Institute Academy, and LETRS Institutes. Additional information on AZ Reads may be found at http://www.ade.az.gov/azreads

  Funding Source: State and Federal funds
  Targeted High-Need Group: Statewide

- **AZ Counts**

  AZ Counts is a state initiative to ensure that all Arizona students develop *proficiency* in mathematics by promoting mathematics curriculum that is research-based and standards

driven.   AZ Counts cultivates statewide mathematics leadership to promote mathematics education, to design professional development structures to deepen teacher content knowledge, and to strengthen delivery of instruction. The initiative encourages the use of assessment data to drive decision making, design instruction, and provide intervention. Educators, especially those in high-poverty, low-performing schools, are eligible to participate in professional development, such as: Getting Middle School Students to meet the Standard in Mathematics, Secondary Math Intervention Academy, Closing the Achievement Gap in Mathematics, and Alternative Math Techniques - What to do When Nothing Else Seems to Work. Additional information on AZ Counts may be found at
http://www.ade.az.gov/SBTL/sdi/math.asp

Funding Source: Unfunded initiative that aligns to the Mathematics and Science Partnership Program
Targeted High-Need Group: Statewide

- **Mathematics and Science Partnership Program**

  The Mathematics and Science Partnership Program supports the goals of AZ Counts through improved academic achievement of students in the areas of mathematics and science by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to partner in high-quality professional development programs. This competitive grant program is intended to increase academic achievement of students in math and science by enhancing the content knowledge and teaching skills of classroom teachers. Additional information on the Mathematics and Science Partnership Program may be found at http://www.ade.az.gov/SBTL/msp/default.asp

  Funding Source: Title II-B
  Targeted High-Need Group: Statewide, high need for proficient teachers
  (Middle School), low achievement math scores

- **Professional Development in Science**

  The Standards Based Teaching and Learning unit uses the Trainer-of-Trainers model to provide multiple professional development opportunities for school and district educators throughout the state. Trainers offer on-going training to school and district science staff. These opportunities provide the ability for attendees to build their knowledge and skills for ensuring student proficiency in science. Additional information on professional development in   science   may   be   found   at   http://www.ade.az.gov/SBTL/sdi/science.asp

- **Professional Development in Social Studies**

  The newly adopted articulated Social Studies standards will be phased in over a two year period beginning 2006-07. Professional development activities are currently being created.

- **Professional Development Leadership Academy (PDLA)**

  PDLA is a 3 year professional development program that is comprised of teams of educators who are committed to increasing student achievement through professional development. The goals for PDLA are to:

  - Retain "highly qualified teachers" in high need school districts and charter schools and hard-to-fill content areas
  - Reduce inexperienced teachers in high need school districts and charter schools
  - Increase capacity of "high need" school districts and charter schools
  - Increase "empowerment" of teachers in "high need school districts and charter schools
  - Increase student achievement
  - Address concerns identified in the Working Conditions Survey
    See Attachment # 7 Arizona Teacher Working Conditions Survey

SEA Subgroup Support
Ingersoll, Richard M. and Bridget K. Curran. (July 2004). Out *of Field Teaching: the Great Obstacle to Meeting the "Highly Qualified" Teacher Challenge.* NGA Center for Best Practices.
http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=b9a5303cb0b32010VgnVCM1000001a01010aRCRD

Richard Ingersoll states, "Out-of-field teaching" can be especially acute in middle schools. Some states require middle school teachers to hold an elementary-school-type certificate that emphasizes a broad background and does not require specialization in any one academic area." Anecdotal evidence indicates that a majority of Arizona elementary certified teachers teaching grades 7 and 8 single core content areas met the content requirements of HQT through use of the HOUSSE Rubric. However many these teachers are not appropriately certified to teach single subject 7th or 8th grade as required by State Board Rule R-7-607(J). To address this phenomenon, the ADE contracted with National Evaluation System (NES) to develop four middle grade Arizona Educator Proficiency Exams (math, general science, social studies, and language arts/reading) as required by certification rules. A "window of opportunity" was provided middle grade teachers who have 24 credit hours in one of the four specified content areas (math, general science, social studies, or language arts/reading) to add the approved area to their elementary certificate. These efforts have significantly reduced the number of out-of-field teachers in grades 7 and 8. State certification rules in Arizona require teachers to take the appropriate content knowledge Arizona Education Proficiency Assessments (AEPA), if available. At this time, over 700 elementary certified teachers who are teaching middle grade mathematics have taken the new AEPA middle grade mathematics exam in its initial administration. To significantly reduce the number out-of-field teachers in social studies/economics in grades 9–12, an economics exam was also developed by National Evaluation Systems and is now available.

- **Arizona Teachers' Excellence Plan (AzTEP)**

  In October 2003, the Governor's Office, in partnership with ADE was awarded a three-year, $8 million Title II Teacher Quality Enhancement Grant to address recruitment and retention of teachers on Indian Reservations and former federal Enterprise Communities

in Arizona. AzTEP encourages a "grow your own" approach to expanding the pool of highly qualified teachers. AzTEP provides scholarship funds to schools to recruit Native American teachers by focusing on existing school paraprofessionals and Native American students currently enrolled in teacher preparation programs. To increase retention of Native American teachers, a formal mentoring program is a required program element. Mentoring is provided through a contract with the University of California at Santa Cruz, New Teacher Center, a nationally recognized mentoring program. All AzTEP schools are required to participate in PDLA and ASSET. The "Arizona Working Conditions Survey" was funded by AzTEP.

Funding Source: Title II-A (Teacher Quality Enhancement Grant)
Targeted High-Need Group: Native American

- **Transition to Teaching**
  Transitions to Teaching funds were used to create an Alternative Path to Certification.

  1. The Alternative Secondary Path to Certification (ASPC) for grades 9-12 is a two-year alternative path to certification program authorized by the Arizona State Board of Education. This pathway has partnerships with four institutions of higher education, sixteen school districts and one charter school. The National Council on Teacher Quality recently recognized Arizona's ASPC program as an exemplary program.
     Additional information on the *Alternative Secondary Path to Certification* may be found at http://www.ade.az.gov/asd/atpath/

  2. Teacher Preparation Program Intern Teaching Certificate (TPP) is a State-Board approved teacher preparation program that allows candidates to participate in contracted student teaching. The TTP is a two year program designed for elementary, middle grades, and special education candidates. This pathway has partnerships with five institutions of higher education and numerous LEAs and charter schools. Based on preliminary enrollment numbers, ADE anticipates that approximately 200 candidates will participate in the TPP for special education during the 2006-2007 school year.

  3. With funds from the Transition for Teaching Grant, the Arizona Department of Education partnered with the Arizona Rural Schools Association (ARSA) to create a recruitment video.

     The video may be viewed at
     http://www.ade.az.gov/asd/altpath/
     Additional information on *Arizona Rural Schools Association* may be found at
     http://www.ade.state.az.us/ruralaz/

- **Troops to Teachers**

  The State Troops to Teachers office operates under a "Memorandum of Understanding" (MOU) between Arizona and the Department of Defense. This relationship has existed

since the Troops to Teachers program began in 1994. The State averages 40 new hires per school year. Arizona Troops to Teachers have collected over $1.1 million in financial assistance in the form of stipends and bonuses.

Funding Source: Title II-C
Targeted High-Need Group: High poverty and high need content

- **State Agency for Higher Education (SAHE)**

The Improving Teacher Quality (ITQ) Grant Programs (Title II) are a major component of NCLB legislation. These programs encourage scientifically-based professional development as a means for improving student academic performance. As school are responsible for improving student learning, it is essential to have highly qualified teachers leading the way.

Under Part A of Title II, funds are made available to state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. The state agency for higher education, the Arizona Board of Regents (ABOR), working in conjunction with the state educational agency, the Arizona Department of Education (ADE), is authorized to use the funds to make sub- grants, on a competitive basis to eligible partnerships.

Funds to eligible partnerships are awarded under the guidelines described in the approved Request for Proposal (RFP). Partnerships between an institution of higher education with teacher education, a college of arts and sciences, and high need school districts are at the foundation of these efforts. The focus of the funded projects are on the core subjects defined as arts, music, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts, and science. The partnerships fund professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including Computer-related technology to enhance instruction.

Attachment #8 State Agency for Higher Education (SAHE)

Funding Source: Title II-A
Targeted High-Need Groups: High poverty and high need content

- **Pinal County Post Baccalaureate Program**

The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. A rural county sandwiched between the major metropolitan areas of Phoenix and Tucson, Pinal County is experiencing a growth in population that has intensified the scarcity. The program was

developed in collaboration with the Arizona Department of Education, the Mexican Consul General's office and school districts in Pinal County in order to recruit, train, and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms.

See Attachment # 9 Pinal County Post Baccalaureate Program

Funding Source: Fee based and loan forgiveness
Targeted High-Need Group: ELL in Pinal County

- **Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET)**

The PDS TENET Program is a "professional development school" model of teacher preparation. This district-based program is a cohort of 20 PDS TENET candidates. The candidates learn educational strategies, pedagogy, and a variety of essential classroom skills in partner elementary school districts. Candidates are supervised by multiple certified teachers during the 10 month teacher preparation program. The partnering districts represent "high need" urban and Native American districts.

Funding Source: Title II, TQE Partnership Grant**Targeted High-Need Groups:**   High Poverty and Native American

- **National Board for Professional Teaching Standards – Subsidy and Support Program**

ADE supports teachers who are seeking National Board Certification. ADE is the fiscal agent of the NBPTS subsidy money that is allocated to Arizona each year to provide funding to all teachers within the state. Awards are made through a competitive application process. ADE, in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University provides support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having NBCT in their schools.

For additional information on National Board Professional Teacher Standards Subsidy Program go to http://www.ade.az.gov/asd/NBCert/

Funding Source: United States Congress
Targeted High-Need Group: High poverty, statewide, BIA

- **Targeted High Need Initiative in Arizona Grant (THNI)**

The National Board for Professional Teaching Standards' Targeted High Need Initiative (THNI) is designed to increase the number of National Board Certified Teachers[®] (NBCT) in high-poverty urban and rural schools. The initial focus of the THNI project in Arizona is teachers of grades 4-6 in inner city schools in the City of Phoenix. There are thirteen elementary school districts that serve the City of Phoenix and feed into Phoenix

Union High School. These districts have nearly 100% of their students qualifying as economically disadvantaged and have a considerable number of English Language Learners.

The narrow focus of the chosen certificate area is twofold. First, there is evidence that student achievement significantly declines over time as students' transition out of the primary grades and into middle grades.   Secondly, like many of their students, teachers in high needs areas require support that is non-traditional and more intense than what is currently being offered to candidates in Arizona.

The goal for the 2006-07 cycle would be to have a cohort of 20-25 teachers from this targeted area working on the Middle Childhood Generalist Certification. The success of this group will establish a base of NBCTs to provide support for others in their districts to go through National Board Certification. This base would also serve as mentors for teachers who will be required to take the Arizona Performance Assessment (Take One), a new requirement for conversion of a provisional teaching certificate to a standard teaching certificate beginning September 1, 2006.

Funding Source: National Board for Professional Teaching Standards
Targeted High-Need Groups: High Poverty, minority, urban

- **National Board Certification for state-funded all-day kindergarten schools**

This grant funds 100 teachers working in state-funded all-day kindergarten schools to pursue National Board Certification. The Arizona K-12 Center will pay the $2,500 candidate application fee from the grant. The candidate will be required to pay the $65 National Board processing fee. State-funded all-day kindergarten classes are in "high need" schools.

Funding Source: Arizona Department of Commerce and the Arizona
                                                      Governor's Office
Targeted High-Need Group: High Poverty

- **Rodel Exemplary Teachers**

The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.'s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation. The Rodel Teacher Initiative seeks to:

- o Recognize and reward teachers who are achieving extraordinary student success in high poverty schools.
- o Use Rodel Exemplary Teachers as models of what can be achieved in high-poverty schools.
- o Make teaching in high-poverty schools an attractive and rewarding career option.
- o Increase the number of excellent teachers in high-poverty areas.

The Rodel Exemplary Teacher Initiative identifies teachers with a track record of extraordinary student achievement in high-poverty schools. Rodel honors these teachers with a $10,000 stipend and pairs them with the most promising student teachers. These Rodel Exemplary Teachers commit to supervise and mentor six Rodel Promising Student Teachers over the next three years. Rodel Promising Student Teachers who teach in high-need school districts for three years also receive a $10,000 stipend. To date, 27 teachers have been honored as Rodel Exemplary Teachers.
Additional information on *Rodel Exemplary Teachers* may be found at
www.rodelfoundationaz.org

Funding Source: Rodel Foundation, Salt River Project (SRP)
Targeted High-Need Group: High poverty, urban

- **Wallace Leadership Grant**

  The Wallace Leadership Grant focuses on creating a comprehensive, statewide infrastructure for educational leadership development. This infrastructure encompasses the continuum from recruitment and preparation through continuous improvement and expert practice. This grant coordinates statewide efforts into a coherent, well-articulated system for educational leadership. The work proposed under the Wallace Grant aligns and enhances existing state and local programs and institutionalizes a leadership development structure. This structure is built upon three innovative ideas: the commitment to institutionalize leadership development, implementing incentives for accomplished leaders, and most importantly, linking leadership learning to student learning.
  Additional information on the Wallace Leadership Grant can be found at
  http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.html
  or http://www.wallacefoundation.org/WF

  See Attachment #13 Wallace Grant

  Funding Source: Wallace Foundation
                                    (matching funds from ADE)
  Targeted High-Need Group: Native American, Urban, High Poverty

- **Arizona Educator Employment Board (AEEB) website**

  The AEEB is a website for school districts and charter schools to post available positions and for potential candidates to search for available educational positions. Additional information on AEEB can be found at http://www.arizonaeducationjobs.com

  Funding Source: ADE Exceptional Student Services
  Targeted High-Need Groups: Rural, Native American, special education

- **Career and Technical Education Professions Program**

The Education Professions Program is designed to prepare high school students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy, developmental stages, learning styles, and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to align with the introductory education courses at the community college. In addition to technical skills, students completing this program will develop critical thinking skills, advanced academic skills, civic responsibility, understanding of education as a consumer, employability and leadership. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning, and the student organization, Future Educators of America (FEA).

See Attachment # 10 CTE Education Professions Program

Funding Source: Title II-A, Special Education (IDEA),
                        Carl Perkins
Targeted High-Need Group: Statewide

- **Associate of Arts in Elementary Education (AAEE)**

  Arizona Board of Regents' universities and Arizona's community colleges have collaborated on the development and implementation of a program that leads to an Associate of Arts in Elementary Education degree (AAEE). The degree, which is awarded by the community college, allows the student to transition using this seamless pathway to one of the Regents' university elementary education or special education programs at Arizona State University (all campuses), Northern Arizona University, and the University of Arizona, if the student meets other admission requirements.

  Funding Source: Fee-based, Loan forgiveness
  Targeted High-Need Group: Statewide

- **Teacher Incentive Fund Grant**

  The purpose of the Teacher Incentive Fund Grant (TIF) is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools. Arizona is applying for this grant as an opportunity to strengthen the existing pay for performance programs available in the State. The focus of the application will be on building strong principal and teacher leadership within the school, resulting in increased student achievement.

  Funding Source: Federal Funds-Fiscal Year 2006 Education
                        Appropriations Act
  Targeted High-Need Group: Urban, suburban, high-poverty

State Funded Performance Pay Initiatives

- **Career Ladder/Optional Performance Incentive Program (OPIP)**

  The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts statewide that choose to make career advancements without leaving the classroom or the profession. The participating districts are required to comply with requirements established in A.R.S. §15-918. While the state requires that a number of basic elements be included in the local plan, each district may develop specific details that meet its unique needs. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district plan. The State Board of Education provides final program approval. ADE staff provides technical assistance to district personnel in the administration of their programs.

- **Classroom Site Fund**

  The classroom site fund was created to reward teachers and support schools on the basis of performance and need per A.R.S. §15-977. A portion of these funds must be spent for teacher compensation increases based on performance, a portion must be spent for base salary increases, and a portion must be allocated for one or more of the following: class size reduction, teacher compensation increases, AIMS intervention, teacher development, dropout prevention, and/or teacher liability insurance premiums.

Requirement 4
The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the beginning of the 2007-08 school year.

4a) Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans? (Met in July 2006 Peer Review—see Requirement 2c)

4b)Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

Technical assistance

ADE prioritizes technical assistance for schools that have not made AYP and are Title I. Specific HQT technical assistance is then prioritized based on schools that have the greatest percent of classes taught by teachers who are not highly qualified or high percentages of inexperienced teachers. Our communication strategies focus on superintendents, school leaders, and teachers to ensure they understand and can effectively and efficiently implement the HQT requirements. ADE Highly Qualified Professionals Unit has developed and provided uniform reporting documents and has designed and implemented new web-based HQT data collection processes. The analysis of accurate, high-quality HQT data will be used to prioritize technical assistance in determining specific professional development needs of non-HQ teachers in schools that have not made AYP or are high poverty.

Technical assistance teams, comprised of education specialists representing all federal programs provide coordinated assistance for LEAs, schools, and teachers. This assistance includes phone and email support, school improvement planning, resource allocation planning, and federal program guidance (including completing HQT requirements). The assistance teams also present at statewide conferences sponsored by Title II, Title I School and District Improvement, Early Childhood, Best Practices, and Special Education Units within ADE. In addition, the teams collaborate with professional educational organizations, institutions of higher education, and other stakeholders such as the Arizona Education Association to ensure clarity around HQT priorities, strategies, and requirements.

Title I schools not making AYP will receive this assistance on a priority basis ahead of all other schools. Below is a chart which describes specific technical assistance provided based on the year in of Title I School Improvement:

Table 10. Technical assistance from the SEA to help LEAs and schools that are not making AYP

Year in Title I Improvement	*How ADE provides technical assistance for schools* *Note: Services from previous years are provided in each succeeding year*
Warning	1. *Provide Process Workshop:* ▪ *Timeline sample* ▪ *Public notification components* ▪ *Title I School Improvement consequences* ▪ *Title II HQT requirements and consequences* ▪ *Arizona School Improvement Plan (ASIP) template* ▪ *Grant application* 2. *Review public notification for AYP status* 3. *Review timeline for alignment with steps to write/revise ASIP* 4. *Review Title I School Improvement grant application*

Year in Title I Improvement Warning Cont.	How ADE provides technical assistance for schools Note: Services from previous years are provided in each succeeding year
	5. Review ASIP
	6. Provide fall workshop on writing an ASIP
Year 1	1. Provide Fall Process Workshop: 　▪ ASIP template 2. Review public notification for six required components 3. Review ASIP 　▪ Is it aligned with AYP determination 　▪ Has district technical support to school been described 　▪ Has 10% of Title I funds been set aside for professional development 4. Solutions Team Leader review with school principal recommendations and findings from Solutions Team visit
Year 2	1. Provide Fall Process Workshop: 　▪ NCLB Coach 2. Review ASIP 　▪ Have recommendations from Solutions team been addressed 3. NCLB Coach assigned to assist school in implementation of ASIP
Year 3 – Corrective Action	1. Provide fall process workshop - 　▪ Corrective Action timeline development 　▪ Choosing/implementing a corrective action(s) 　▪ State Intervention Specialist visit 2. Review corrective action timeline 3. Review ASIP 　▪ Are Corrective action(s) selected 　▪ Has district technical support to school been described 4. Review quarterly report for progress toward Implementation of Corrective action and ASIP 5. Review with school principal a Consensus Document containing recommendations and findings
Year 4 – Plan for Restructuring	1. Provide fall process Workshop 　▪ Plan to Restructure timeline development 　▪ Choosing/implementing restructuring plan 　▪ State Intervention Specialist visit 2. Review plan to restructure timeline 3. Review ASIP 　▪ Alignment with AYP determination 　▪ Description district technical support to school 4. Review 　▪ Monthly reports describing progress development of Restructuring Plan 　▪ Restructuring Plan for alignment with ASIP

Year in Title I Improvement	How ADE provides technical assistance for schools Note: Services from previous years are provided in each succeeding year
Year 5 – Implementing Restructuring Plan	1. Provide fall process Workshop Monthly implementation reports 2. Document mentoring and guidance provided by State Intervention Specialist

LEA (District) Improvement Year 1	1. Provide fall Process Workshop
	   ▪ LEA Improvement template
	2. Review public notification
	   ▪ Review reimbursement for notification
	3. Review LEA Addendum
	   ▪ Is Addendum aligned to NCLB Final Consolidated Plan
	   ▪ Is Addendum aligned to LEA AYP determination
	4. Review LEA Title I application to include 10% set aside for professional development

LEA Improvement Year 2	1. Review public notification 2. Review LEA Addendum Evaluation and Action Plan 3. Review LEA Title I application with 10% set aside for professional development 4. Review LEA participation in additional LEA Improvement Grant – based on funding availability and prioritization of need 5. Review findings of LEA Solutions Team visit

LEA Improvement Year 3 (Corrective Action)	1. Review public notification
	2. Review LEA Addendum Evaluation and Action Plan
	   ▪ Review increase in student/staff engagement level
	   ▪ Review findings of LEA Solutions Team visit
	3. Review LEA Title I application with 10% set aside for professional development to increase student/staff engagement level
	   ▪ Review curriculum and professional development
	4. Review of LEA participation in additional LEA Improvement Grant – based on funding availability and prioritization of need

SEA services in concert with Education Service Agencies (ESAs)

In addition to statewide services, regional service delivery agencies – ESAs- are a new organization of support utilizing the resources of the Offices of the County Superintendent of Schools. This assistance vehicle was developed to respond to professional development needs of all teachers and LEAs within the state, to meet the goals of NCLB regarding highly qualified teachers, and to more effectively utilize dwindling funding. Under A.R.S. §15-301 County Schools Offices are designated as ESAs, whose goal it is to deliver technical assistance and educational services to school districts and charter schools in each respective county.

The County ESAs assist districts and charter schools in acquiring nationally researched, scientifically-based best practices in school and instructional improvement that complement the

ADE's Standards and Rubrics for School Improvement as well as address the highly qualified teacher requirements outlined in NCLB. ESAs serve the entire K–12 educational system and ensure statewide capacity to deliver high-quality professional development programs that meet the identified county needs of teachers, principals, and students. The County ESAs implement professional development plans and activities that reflect nationally recognized strategies and those defined in NCLB, Section 9101(34) for high quality professional development.

State administered professional development programs that target teachers in district and charter schools not making AYP

To participate in the programs below, Arizona grants "competitive priorities" (additional points in a rubric based application for participation process) or "absolute priorities" (participation limited to those for whom the priority is granted) to teachers in district and charter schools not making AYP.

- **What Works in Schools conference – Absolute Priority** to teams from Title I Schools not making AYP

New in 2005-06, school teams were able to collaborate with Dr. Robert Marzano, staff from the Association for Supervision and Curriculum Development Cadre Members (Bea McGarvey and Debra Pickering) and staff from the Arizona Department of Education, to assist in identifying the school level, teacher level, and student level factors that impact student achievement and how to incorporate these factors as they developed goals and wrote their Arizona School Improvement Plan (ASIP). A similar opportunity will be available in 2006-07.

- **Best Practices Academies** - **Absolute Priority** to teachers from Title I district and charter schools identified as not making adequate yearly progress and teachers from schools identified as underperforming on the state measure.

The Academies provide a concentrated focus on Solution Team findings, requests from ASSIST Coaches and Title I School and LEA Improvement Specialists, as well as requests from the field, and student achievement data. All schools not making AYP and those schools identified as "Underperforming" by AZLEARNS are provided the opportunity to attend two Best Practices Academies per year at no cost, including travel reimbursements. Title I schools identified as not making AYP but not identified as underperforming on the state measures also receive priority and use their Title I School Improvement Grant to offset the cost of attending the academies. Over 51 academies have been offered since 2004, with over 4,500 educators attending these events. All academies address the necessary concepts and strategies to strengthen the skills and knowledge of teachers already working in high-poverty, low-performing schools.

- **Annual Mega Conference – Competitive Priority** to Title I district and charter schools identified as not making adequate yearly progress and teachers from schools identified as underperforming on the state measure.

The Mega Conference offers a comprehensive array of professional development opportunities for NCLB program coordinators and for educators who implement NCLB programs. The two

and one-half day conference is an opportunity to focus on NCLB program administration, federal accountability requirements, and coordination of programs including Title I, II-A, II-D, III, IV, V-A, Gifted, Migrant, Indian Education, Arts, Homeless, Neglected or Delinquent, Grants, and Operations. Through NCLB program coordinators' attendance at this conference, relevant information is communicated to assist teachers in high-poverty, low-performing schools to strengthen their skills and knowledge in meeting student needs.

ADE partners with state agency for higher education

- **State Agency for Higher Education (SAHE) - Competitive Priority** to teachers from Title I district and charter schools identified as not making adequate yearly progress and teachers from schools identified as underperforming on the state measure.

The Improving Teacher Quality (ITQ) Grant Programs (Title II) are a major component of NCLB legislation. These programs encourage scientifically-based professional development as a means for improving student academic performance. Under Part A of Title II, funds are made available to state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. The state agency for higher education, the Arizona Board of Regents working in conjunction ADE awards and administers sub-grants on a competitive basis to eligible partnerships.

Partnerships between an institution of higher education with teacher education, a college of arts and sciences, and high need school districts are at the foundation of these efforts. The focus of the funded projects are on the core subjects defined as arts, music, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts, and science. The partnerships fund professional development activities in core academic subjects to ensure that teachers, paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach.

4c) Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:
- *in the percentage of highly qualified teachers at each LEA and school; and*
- *in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?*

For the response to this question, please see pages 22 to26 of the attached Arizona HQT Equity Plan.

4d) Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

For the response to this question, please see pages 22 to 26 of the attached Arizona HQT Equity Plan.

Requirement 5
The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

5a) Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

Effective July 1, 2007, the HOUSSE will be available on a limited basis (as described in 5b below). Arizona will respond promptly in the event that the U.S. Department of Education issues future guidance requiring changes in the above policy.

5b) Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:
   o *Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or*
   o *Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.*

Limited HOUSSE

Arizona will limit its use of HOUSSE procedures to the situations described below:

* Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire;

* Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire*;*

* Teachers from other countries teaching in Arizona on a temporary basis who have been granted an Arizona Emergency Teaching Certificate; and

* For those veteran teachers who are returning to the profession after an extended absence (i.e. maternity, military duty, lengthy illness, etc.), a process is being established where they may apply to the state to use HOUSSE to demonstrate content competency. This extension will be granted on a case-by-case basis and the returning teacher will have 12 months to complete the process.

HOUSSE Transferability

Teachers not new to the profession transferring within a school district
Veteran teachers who completed the Arizona HOUSSE and **transfer within the school district** may use their previously completed HOUSSE rubric if the following conditions are met:

1. Veteran teachers must have completed the HOUSSE rubric prior to the beginning of the 2007-08 school year (written documentation must accompany the HOUSSE rubric to meet the HQT requirements), **and**
2. They are assigned to teach in the content area in which they have previously met the HQ requirements.

Teachers not new to the profession transferring between school districts
Veteran teachers who completed the Arizona HOUSSE rubric and **transfer between Arizona school districts** may use their previously completed HOUSSE rubric if the following conditions are met:

1. Veteran teachers must have completed the HOUSSE rubric prior to the beginning of the 2007-08 school year (written documentation must accompany the HOUSSE rubric to meet the HQT requirements), **and**
2. They are assigned to teach in the content area is which they have previously met the HQ requirements.

Teachers changing content areas
Effective at the beginning of the 2007-08 school year, ADE requires that all new hires or veteran teachers changing content areas meet the HQT requirements without using the HOUSSE rubric unless they fall under the exceptions noted above.

HQT teachers misassigned by district and charter schools into areas for which they are not HQ
Beginning with the 2007-08 school year, districts may not assign teachers to a content area in which they are not highly qualified, unless the district prepares a plan and provides the reasonable costs necessary for the teacher to meet the HQ requirement for the position within twelve months of the date of assignment.

HQT interstate reciprocity
ADE has proposed to the State Board of Education that Arizona grant HQT reciprocity to fully certified, out-of-state, teachers who can document they have met the appropriate requirements for HQ status in their home states. This proposal will be on the October 2006 State Board Agenda as an information item and for action on the agenda of December 2006.

<u>Requirement 6</u>
The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

6a) Does the revised plan include a written equity plan?

Please see the attached Arizona Highly Qualified Teachers Equity Plan.

6b) Does the plan identify where inequities in teacher assignment exist?

For the response to this question, please see pages 6 to 8 of the attached Arizona HQT Equity Plan.

6c) Does the plan delineate specific strategies for addressing inequities in teacher assignment?

For the response to this question, please see pages 8 to 18 of the attached Arizona HQT Equity Plan.

6d) Does the plan provide evidence for the probable success of the strategies it includes?

For the response to this question, please see pages 19 to 22 of the attached Arizona HQT Equity Plan.

6e) Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs and how this will be done?

For the response to this question, please see pages 22 to 26 of the attached Arizona HQT Equity Plan.

Arizona Equitable Distribution Plan

Arizona faces five major challenges in moving toward equitable teacher distribution. These challenges include:

1. Development of a state-wide longitudinal data system for reporting and evaluating teacher data;

2. Existence of multiple school operators in Arizona: district schools, charter schools, and Bureau of Indian Affairs schools;

3. Development of administrative and teacher leadership skills and a climate that empowers teachers and increases teacher retention;

4. Out-of-field elementary and secondary certified teachers teaching core content areas at grades seven and eight;

5. Isolation of rural schools, including the reservations, resulting in teachers teaching multiple subjects.

Goals

1. **Arizona will develop and implement a state-wide data collection system and analysis infrastructure that tracks highly qualified teachers including comprehensive teacher quality data elements (teaching experience, qualifications matched to context, race/ethnicity, language fluency, special certification, certification status, and teacher performance).**

2. **Arizona will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers by focusing state-wide efforts on recruitment and retention of HQ teachers.**

   a. **Recruitment efforts will focus on partnerships with institutions of higher education, private organizations, and school districts to "Grow Your Own" and Alternative Paths to Certification.**

   b. **Retention efforts will focus on leadership, capacity building, empowerment of teachers and principals to facilitate change in their schools and school districts, and pay for performance.**

Goal 1
Arizona will develop and implement a state-wide data collection system and analysis infrastructure that tracks highly qualified teachers including comprehensive teacher quality data elements (teaching experience, qualifications matched to context, race/ethnicity, language fluency, special certification, certification status, and teacher performance).

The National Comprehensive Center for Teacher Quality in the "Planning Tool to Provide Evidence of Progress Toward Equitable Teacher Distribution", March 2006 states: "States already will have systems in place for evaluating and reporting on their progress towards increasing the numbers of highly qualified teachers in their states, but they lack mechanisms for tracking where such teachers are over time and correlating that information with classroom, school, and district demographics." However, this assumption is incorrect for Arizona. Since the inception of NCLB, the reporting of highly qualified teacher data in Arizona has been based on self-reporting by LEAs.

During the 2005-2006 school year, the Arizona Department of Education, School Finance Division, reported that Arizona had 503 charter schools (479 charter schools and 24 district sponsored charter facilities); 34 BIA Contract Grant schools; and 1486 public schools (915 schools in a unified district, 50 schools in an elementary district, 80 schools in a high school district, and 406 schools in an elementary districts that feed into a designated high school district). According to data submitted to ADE by the State Board for Charter Schools (ASBCS), 483 charter schools operated during the 2005-2006 school year. This number includes charter schools that closed at some point during the school year. During 2005-2006 seventeen new charter sites opened and twelve charter sites closed. One hundred forty-three school districts and charter schools were identified as eligible for the Small Rural School Achievement Program (SRSA) by USDE.

In August 2005, the Center for Education Accountability, with support from the Broad Foundation and the Bill and Melinda Gates Foundation conducted a survey about state data systems to learn how many states already have the ten essential elements in place. A "Summary of the Ten Elements" for the Arizona Department of Education is presented below:

DATAQUALITY
CAMPAIGN

Using Data To Improve
Student Achievement

Arizona – Summary of the ten elements

Does your system have the data in 2005-06 to address these issues using student-level longitudinal data?

Identify which schools produce the strongest academic growth for their students. (Elements 1, 3, 4) **NO**

Know what achievement levels in middle school indicate that a student is on track to succeed in **NO** rigorous courses in high school. (Elements 1, 3, 6, 7)

Calculate each school's graduation rate, according to the 2005 National Governor's Association **NO** graduation compact? (Elements 1, 2, 8, 10)

Determine which high school performance indicators (e.g., enrollment in rigorous courses or **NO** performance on state tests) are the best predictors of students' success in college or the workplace. (Elements 1, 3, 6, 7, 8, 9)

Identify the percentage of each high school's graduates who go on to college take remedial **NO** courses. (Elements 1, 8, 9)

Identify which teacher preparation programs produce the graduates whose students have the **NO** strongest academic growth. (Elements 1, 3, 4, 5)

Click on elements for more detail.

Elements of a longitudinal data system in the state*	Present in this state?		
	2003-04	2004-05	2005-06
1. A unique statewide student identifier	YES	YES	YES
2. Student-level enrollment, demographic and program participation information	YES	YES	YES
3. The ability to match individual students' test records from year to year to measure academic growth	NO	NO	YES
4. Information on untested students	NO	NO	NO
5. A teacher identifier system with the ability to match teachers to students	N/A+	N/A+	NO
6. Student-level transcript information, including information on courses completed and grades earned	NO	NO	NO
7. Student-level college readiness test scores	NO	NO	NO
8. Student-level graduation and dropout data	YES	YES	YES
9. The ability to match student records between the PreK–12 and higher education systems	NO	NO	NO
10. A state data audit system assessing data quality, validity and reliability	YES	YES	NO

* This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.
+ This element was not addressed in 2003 or 2004.

Additional information on the *Data Quality Campaign* may be found at

http://www.dataqualitycampaign.org and www.teachingdata.org
In November 2005, the ADE Highly Qualified Professionals staff developed an Excel electronic template to collect refined HQT data from districts for teachers assigned to teach core academic content areas in grades 7-12 (2005-2006). The template was created by cross-referencing School District Employee Report data (SDER) with Certification data. Templates were emailed to each district. It was immediately apparent, that HQT data and SDER data submitted by districts to the ADE was inaccurate. Charter school teachers are not required to be certified nor are charter schools required to report data on the SDER.

Meetings held with School Finance and Information Technology discussed the creation of a data base to provide "honest/accurate" data to the USDE and the public. *The Arizona Model for Identifying Highly Qualified Teachers* was drafted. The purpose was to identify highly qualified teachers, out-of-field teachers and teachers on waivers to improve teacher quality and student achievement. This would be accomplished by collecting honest, accurate, and timely data from school districts and charter schools. The ADE, Highly Qualified Professionals staff, proposed a new, user-friendly system to collect/ longitudinally store data, and to analyze teacher qualifications/assignments aligned with NCLB core academic content areas. This document was submitted to ADE Information Technology, February 2006.

Coincidental to these activities, ADE's new IT leadership had been conducting an intense analysis and discovery phase of the overall IT operation. They determined that several areas needed immediate attention, and ADE Administration supported their proposal to embark on a scheduled software moratorium during which complete IT concentration would be devoted to implementing policies, procedures, and practices that would ensure security and credibility of the information that ADE collects and produces. Among several areas of focus were robust security policies and procedures and standard software development practices. While no evidence was found that ADE data had ever been compromised, the overall IT operation was found to be typical of one that had grown too quickly with too little resources and too many urgent demands. As demand for IT services continued to grow, observance of standards became more crucial but less time was devoted to making that happen. In order to continue to protect ADE's information assets and to secure our customers' privacy, a complete moratorium was deemed to be essential. The new HQT project unfortunately fell during the moratorium timeframe, and had to be postponed.

ADE's software moratorium was lifted as scheduled on July 1st, and after several weeks of follow-up analysis, regularly scheduled projects are beginning again. The new HQT project is being fast-tracked, and an interim solution based on another approved state's model – but developed within ADE's new policies, procedures, and practices – is underway.

See Attachment #12 Arizona Model for Identifying Highly Qualified Teachers.

In March 2006, the Highly Qualified Professionals' staff at ADE attended the Title II meeting in Washington DC. USDE staff discussed the development of a State Equity Plan. To meet these requirements, staff within the Highly Qualified Professional Unit began focusing on the development of an Equity Data Report. The Equity Data Report template was emailed to 234 district schools and charter schools identified for Title I School Improvement. Data presented in this document represents responses from the schools identified for Title I School Improvement. Below is the timeline established by ADE to collect and analyze 2005-2006 data from all school districts and charter schools in Arizona.

Timeline for Equity Date Reports (2005-2006)

May 26, 2006 – Phase I
Two hundred and thirty-four Equity Data Reports, pre-populated with individual teacher data, were emailed to schools identified for Title I School Improvement. School and district personnel were asked to verify and correct data.

June 9, 2006
Equity Data Reports due to ADE from schools identified for Title I School Improvement.

July 7, 2006
ADE Equity Plan Phase I - data from Title I schools identified for school improvement - submitted to USDE. This report includes the following Comprehensive Teacher Quality Data elements:
1. Race/Ethnicity
2. Experience index
3. Special Coursework (Bilingual or ESL endorsement)
4. Number and percent of HQ teachers
     a. Disaggregated data to indicate which option teachers used to become highly qualified:
          i. Rigorous content exam (AEPA)
          ii. Major or 24 hours in the content area
          iii. HOUSSE rubric
5. Number and percent of classes taught by HQ teachers
6. Number and percent of classes taught by non-HQ teachers
7. Number and percent of teachers on Emergency Teaching Certificates (waivers)

August 1, 2006 – Phase II
Equity Data Reports, pre-populated with individual teacher data will be emailed to each school district that has one or more schools identified for Title I School Improvement. School and district personnel will be asked to verify and correct data

September 1, 2006
Equity Data Reports due to ADE from school districts with one or more schools in Title I School Improvement.

October 1, 2006
Equity Data Report Phase II - data from school districts that have one or more schools in Title I School Improvement – due to USDE. ADE data analysis will focus on HQT by school and school district including the Comprehensive Teacher Quality Data Elements identified in Phase I.

October 1, 2006 – Phase III
State-wide Equity Data Reports emailed to all remaining school districts and charter schools.

<u>November 1, 2006</u>
Equity Data Reports due to ADE from all remaining charter schools and districts within the State.

<u>December 1, 2006</u>
Equity Data Report Phase III - data from all remaining LEAs - due to USDE. ADE data analysis will focus on HQT by school and school district including the Comprehensive Teacher Quality Data Elements identified in Phase I.

<u>March 1, 2007</u>
HQT and Comprehensive Teacher Quality Data Elements submitted for the 2006-2007 school year for all LEAs.

Goal 2

Arizona will ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers by focusing state-wide efforts on recruitment and retention of HQ teachers. Recruitment efforts will focus on partnerships with institutions of higher education, private organizations, and school districts to "Grow Your Own" and Alternative Paths to Certification. Retention efforts will focus on leadership, capacity building and empowerment of teachers and principals to facilitate change in their schools and school districts, and pay for performance.

During FY 2006 several public and private policy groups and foundations reviewed initiatives and made recommendations concerning the status of education in Arizona and the United States. These recommendations form the foundation for implementation of Goal 2.

- The Governor's Committee for Teacher Quality and Support (TQS)
  The Governor's Committee for *Teacher Quality and Support (TQS)* was charged with developing recommendations to keep excellent teachers in the classroom. The 20 member committee consists of teachers, members of the business community, and representatives of public and private sector teaching colleges. Among its tasks, the committee will develop a teacher training delivery system to insure uniform access to high quality professional development; identify opportunities and obstacles in recruiting good students to be teachers; conduct a survey of Arizona's teachers to find common working condition impediments; and identify pay gaps across counties and districts that differently reward the same level of experience.
  Additional information on the Governor's TQS may be found at http://www.governor.state.az.us/tqs/

- The Morrison Institute for Public Policy - Beat the Odds
  Why Some Schools With Latino Children Beat the Odds and Others Don't (March 2006) is a joint publication of the Morrison Institute for Public Policy, School of Public Affairs, College of Public Programs Arizona State University and the Center for the Future of Arizona. In their research, elements of success were identified. The elements of success are:
    - Disciplined Thought
        - Clear Bottom Line
        - Ongoing Assessment
    - Disciplined People
        - The Strong and Steady Principal
        - Collaborative Solutions
    - Disciplined Action
        - Stick with the Program
        - Built to Suit

According to the report, "The critical issue for the next ten years is the capacity of principals and teachers to meet the new expectations imposed upon them by state and federal standards." Policy changes and strategic initiatives include:

- Leadership Institute for Principals that focus on leadership, learning, and linking people and resources;
- Major Talent Initiative for Teachers that includes opportunities for school leaders to attend leadership academies, programs that teach collaborative education processes with data analysis, and high-quality mentoring for new teachers;
- Analyze This - Public and private effort to help schools obtain the necessary technological system and the skills to use these systems to produce and analyze student data;
- Disseminate "Best Practices" and "What Works" as widely as possible;
- Drive authority downward to the principal;
- Reward collaboration; and
- Be patient.

Additional information on *Beat the Odds* may be found at http://www.asu.edu/copp/morrison/latinoed.htm

- The Education Trust - Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality

  Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality is a report with recommendations by The Education Trust. The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, The Education Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve.

  The Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality is significant to Arizona because 154,000 ELL students attend Arizona schools and the statewide poverty rate is 20.02% based on Title I census data. The following immediate steps were recommended in this report:
    - Overhaul hiring practices for teachers
    - Pay effective teachers more in high-need schools
    - Balance the challenge (reduce student loads, increase collaboration time, and provide time for coaching and induction)
    - Give teacher's a "break" (fully paid sabbaticals)
    - Rethink tenure
    - Place the best principals in the schools that need them the most
    - Ban unfair budgeting practices

- Improve the supply of teachers in critical areas

Additional information on *Teacher Inequality* may be found at
http://www2.edtrust.org/edtrust

- The Rodel Foundation - Lead with Five

  The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.'s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation. *Lead with Five* is a strategic plan developed by Arizona business, community, and education leaders. The plan was commissioned by the Rodel Foundation to identify research-based school reforms proven to make a significant difference in student achievement. Five research-based options for wise investments in education were identified:
  1. Full-day kindergarten for all students
  2. Teachers prepared and recognized for high performance
     a. Pipeline of trained teachers
     b. School-based coaching and mentoring
     c. Performance Pay
  3. Smaller school sizes or "schools within schools
  4. Smaller class sizes in lower elementary grades, primarily in K-3
  5. Structured tutoring for struggling students

  Additional information on *Lead with Five* may be found at
   www.rodelfoundationaz.org

- P-20 Council

  The *P-20 Council* was created by an Arizona Executive Order July 8, 2005. The P-20 Council consists of members that represent education and workplace communities. The Governor chairs the council and appoints all members. The primary goal of the P-20 council is to improve education in Arizona, as well as, to ensure more students graduate from high school, succeed in college, and are ready for the modern workforce. The P-20 Council will work to achieve this goal by:
  - Striving to align high school, college, and work expectations to meet industry-specific skill sets in high-growth, well-paying occupations that will bring economic prosperity and industrial diversity to Arizona;
  - Helping students at all levels meet higher standards and prepare for formal education and workforce training beyond high school;
  - Strengthening high school and postsecondary accountability systems to better prepare students for college and increase enrollment and completion rates;

- Improving middle school and elementary school standards to ensure high school preparedness for math and science; and
- Ensuring clear pathways for all students to obtain college degrees, regardless of point of entry.

Additional information on the P-20 Council may be found at http://www.governor.state.az.us/P20/

- Quality Teacher Preparation Program PreK-12

  The Teacher Education Partnership Commission (TEPC) is a group of 40 education and business leaders representing community colleges, universities, PreK-12 educators, the ADE, and business interests. The Commission reviewed research, discussed, and identified the components of a quality teacher preparation program.

  - Careful recruitment and selection of candidates for teacher preparation.
  - Well developed professional and developmentally appropriate pedagogical knowledge
  - Thorough knowledge of subject matter
  - Meaningful and extensive field experiences and clinical practice
  - Mentoring and induction programs in the first years of teaching
  - Integrated use of modern technologies
  - Sufficient program resources and qualified faculty
  - Program accountability and evaluation

  All teacher preparation programs, regardless of their format and structure, whether they are provided by teacher preparation institutions in a traditional or modified four or five year program, a masters degree program or an alternative route, should adhere to the same high standards of preparation and development, should be subject to quality control and accountability, and should lead to completion of a respected and well understood state licensure program that ensures teachers who earn the license are qualified to be in a classroom.

  Teacher preparation programs need to build partnerships and collaborate with our PreK-12 systems, community colleges, universities, private colleges, childcare and pre-kindergarten facilities, and other government entities, in order to prepare the best teachers possible. Institutions that prepare teachers should build, review, and revise their programs to assure that prospective teachers leave preparation programs with the dispositions, skills, knowledge and experiences necessary to be successful in our schools. Additional information on the Quality Teacher Preparation Programs: PreK-12 may be found at http://www.teacherpartner.com/_PDF's/QualityTeacher.pdf

Arizona State Board's Professional Preparation Program approval process aligns with the eight components identified by TEPC. The revised State Board approval process was adopted by the Arizona State Board of Education, February 28, 2005. Board minutes may be found at
http://www.ade.az.gov/stateboard/minutes/02-28-05.doc

Ingersoll, Richard M. &Curran, Bridget K. (July 2004). *Out-of-Field Teaching: The Great Obstacle to Meeting the "Highly Qualified" Teacher Challenge.* NGA Center for Best Practices.
http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=b9a5303cb0b32010VgnVCM1000001a01010aRCRD

According to Richard Ingersoll and Bridget Curran, governors should address the gaps between the HQ teacher requirements and the qualifications of their teachers by considering the following initiatives:

- creating and streamlining state data systems to include relevant data on teacher qualifications and assignments and requiring schools and districts to report critical data, including data on out-of-field teaching;
- developing strategies for recruiting and retaining effect teachers in areas where they are needed most;
- prohibiting out-of-field teaching for new teachers;
- offering incentives for schools and districts to eliminate out-of-filed teaching and imposing consequences for those that do not;
- helping hard to staff schools improve retention rates;
- encouraging districts and schools to rethink how staffing decisions are made and use creative solutions;
- offering scholarships or loan forgiveness;
- establishing or expanding mentoring and induction programs to help out-of-filed teachers work toward competency in additional fields by using expert veteran teachers in those fields;
- fostering partnerships among institutions of higher education, school districts, and state leaders for developing new strategies and solutions; and
- tapping federal resources, such as those offered in NCLB to fund these initiatives.

Goal 2.1
Recruitment Strategy (Partnerships with institutions of higher education, private organizations and LEAs)

The following research supports teacher recruitment strategies that encourage "Grow Your Own"

The Draw of Home: How Teacher's Preferences for Proximity Disadvantage Urban Schools
Donald Boyd, Hamilton Lankford, Susanna Loeb, and James Wyckoff
Journal of Policy Analysis and Management, Vol.24, No. 1, 2005.

Results from this study indicated:
- 61% of teachers first teach in schools located within 15 miles of their hometown
- 85% of teachers get their first teaching job within 40 miles of their hometown
- 34% of new teachers get their first job in the same school district in which they attended high school

Implications from this study include:
- Importance of broadening the pool of teachers in areas that do not traditionally produce many college graduates
- Develop "alternative route" programs
- Create scholarships for young people from urban areas that are interested in teaching
- Improve educational achievement of children in the community by encouraging them to finish high school, go to college, and return to their roots as teachers.

The Arizona initiatives listed below align with the implications outlined:

Arizona Teacher's Excellence Plan (AzTEP)
In October 2003, the Governor's Office in partnership with AE was awarded a three-year, $8 million Title II Teacher Quality Enhancement Grant to address recruitment and retention of teachers on Indian Reservations and former federal Enterprise Communities in Arizona. AzTEP encourages a "grow your own" approach to expanding the pool of highly qualified teachers. AzTEP provides scholarship funds to schools to recruit Native American teachers by focusing on existing school paraprofessionals and Native American students currently enrolled in teacher preparation programs. To increase retention of Native American teachers, a formal mentoring program is a required program element. Mentoring is provided through a contract with the University of California at Santa Cruz, New Teacher Center, a nationally recognized mentoring program. All AzTEP

schools are required to participate in PDLA and ASSET. The "Arizona Working Conditions Survey" was funded by AzTEP.

Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET Program)
The PDS TENET Program is a "professional development school" model of teacher preparation. This district-based program is a cohort of 20 PDS TENET candidates. The candidates learn educational strategies, pedagogy, and a variety of essential classroom skills in partner elementary school districts. Candidates are supervised by multiple certified teachers during the 10 month teacher preparation program. The partnering districts represent "high need" urban and Native American districts.

Pinal County Post Baccalaureate Program
The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. A rural county sandwiched between the major metropolitan areas of Phoenix and Tucson, Pinal County is experiencing a growth in population that has intensified the scarcity. The program was developed in collaboration with the Arizona Department of Education, the Mexican Consul General's office and school districts in Pinal County in order to recruit, train, and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms.

CTE Education Professions Program
The Education Professions program is designed to prepare high students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to align with the Introduction to Education courses at the community college. In addition to technical skills, students completing this program will develop critical thinking skills, advanced academic skills; develop civic responsibility, understanding of education as a consumer, employability and leadership. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning and the student organization, Future Educators of America (FEA).
See Attachment # 10 CTE Education Professions Program

Associate of Arts in Elementary Education
Arizona Board of Regents' universities and community colleges have collaborated on the development and implementation of a program that leads to an Associate of Arts in Elementary Education degree (AAEE). The degree, which is awarded by the community college, allows the student to transition using this seamless pathway to one of the Regents' university elementary education or special education programs at

Arizona State University (all campuses), Northern Arizona University, and the University of Arizona, if the student meets other admission requirements.

Rodel Exemplary Teachers

The Rodel Foundation was established in 1999 as a way of giving back to the communities that have supported Rodel Inc.'s success. The Rodel Charitable Foundation of Arizona is one of the four entities that comprise the Rodel Foundation. The Rodel Teacher Initiative seeks to:

- Recognize and reward teachers who are achieving extraordinary student success in high poverty schools.
- Use Rodel Exemplary Teachers as models of what can be achieved in high-poverty schools.
- Make teaching in high-poverty schools an attractive and rewarding career option.
- Increase the number of excellent teachers in high-poverty areas.

The Rodel Exemplary Teacher Initiative identifies teachers with a track record of extraordinary student achievement in high-poverty schools. Rodel honors these teachers with a $10,000 stipend and pairs them with the most promising student teachers. These Rodel Exemplary Teachers commit to supervise and mentor six Rodel Promising Student Teachers over the next three years. Rodel Promising Student Teachers who teach in high-need school districts for three years also receive a $10,000 stipend. To date, 27 teachers have been honored as Rodel Exemplary Teachers. Additional information on *Rodel Exemplary Teachers* may be found at www.rodelfoundationaz.org

Transition to Teaching Grant (Title II-C)

Transitions to Teaching funds were used to create an Alternative Path to Certification.

- The Alternative Secondary Path to Certification (ASPC) for grades 9-12 is a two-year alternative path to certification program authorized by the Arizona State Board of Education. This pathway has partnerships with four institutions of higher education, sixteen school districts and one charter school. The National Center for Teacher Quality recently recognized Arizona's ASPC program as an exemplary program.
  Additional information on the *Alternative Secondary Path to Certification* may be found at http://www.ade.az.gov/asd/atpath/

- Teacher Preparation Program Intern Teaching Certificate (TPP) is a State-Board approved teacher preparation program that allows candidates to participate in contracted student teaching. The TTP is a two year program designed for elementary, middle grades, and special education candidates. This pathway has partnerships with five institutions of higher education and numerous LEAs and charter schools. Based on preliminary enrollment

numbers, ADE anticipates that approximately 200 candidates will participate in the TPP for special education during the 2006-2007 school year.

- With funds from the Transition for Teaching Grant, the Arizona Department of Education partnered with the Arizona Rural Schools Association (ARSA) to create a recruitment video.

   The video may be viewed at
   http://www.ade.az.gov/asd/altpath/
   Additional information on *Arizona Rural Schools Association* may be found at
   http://www.ade.state.az.us/ruralaz/

Troops to Teachers (Title II-C)

The State Troops to Teachers office operates under a "Memorandum of Understanding" (MOU) between Arizona and the Department of Defense. This relationship has existed since the Troops to Teachers program began in 1994. The State averages 40 new hires per school year. Arizona Troops to Teachers have collected over $1.1 million in financial assistance in the form of stipends and bonuses.

- Western States Certification Consortium (WSCC)
   The Western States Certification Consortium (WSCC) for Troops to Teachers is a two-year demonstration project funded by the United States Department of Education, Office of Innovation and Improvement (USDE/OII). The initiative is administered by the leadership team in collaboration with the American Council for Education (ACE), western states' certification offices, Troops to Teachers managers, teacher education programs, and transition to teaching projects. The Western States Certification Consortium (WSCC) for Troops to Teachers is a two-year demonstration project funded by the United States Department of Education, Office of Innovation and Improvement (USDE/OII). The initiative is administered by the leadership team in collaboration with the American Council for Education (ACE), western states' certification offices, Troops to Teachers managers, teacher education programs, and transition to teaching projects.
   Additional information on the *Western States Consortium* may be found at
   http://www.pathway2teach.org/

- ADE is currently working with Rio Salado Community College to develop an Alternative Path to Certification program for military candidates, entitled Teacher Assessment Pathway (TAP).

- ADE has created a Memorandum of Understanding (MOU) with National Evaluation Systems (NES) and Rio Salado to offer the Arizona Educator Proficiency Exams (AEPA) at Defense Activity for Non-Traditional

Education Support (DANTES) sites for military candidates, spouses and children.

Teach for America
Teach for America is the national corps of outstanding recent college graduates who commit to teach at least two years in urban and rural public schools in the nation's lowest-income communities and become lifelong leaders for expanding educational opportunity. Since 1990, more than 14,000 exceptional individuals have joined Teach For America, including over 3,700 corps members currently teaching over 12,000 Teach For America alumni, the vast majority of whom are still working in education or on related issues in low-income communities.

Teach for America opened the Phoenix region in 1994 with a corps of fewer than 50 teachers. Twelve years later, over 170 Teach For America teachers in Arizona will enter classrooms this fall, each with the goal of advancing their students at least 1.5 grade levels in one academic year.

Senate Bill 1184 allocated $2 million to expand the number of Teach for America corps members in Arizona to 400 per year from the current 100 corps members.

AZTEP/NAU AEPA™ Summer Academy
The purpose of the AzTEP/NAU AEPA™ Summer Academy is to provide enhanced test preparation resources and services designed to target current teachers in AzTEP Program Schools through the creation of curricular materials, including practice tests, for AEPA™ subject knowledge tests; intense tutoring and support by content area faculty; and sustainable resources for future use. This project will be coordinated through the NAU College of Education's Assessment Preparation for Professional Educators Lab (A.P.P.E.L.). A.P.P.E.L. is currently providing professional knowledge resources to NAU students, alumni, and teacher candidates in the state of Arizona seeking help in preparing for the AEPA™. The curricular resources created for this Academy will remain available through A.P.P.E.L.'s existing online course. Seventeen candidates attended the June academy.

Goal 2.2
Retention of Teachers

Berry, B., & King, T. (2005, May). *Recruiting and Retaining National Board Certified Teachers for Hard-to-Staff, Low Performing Schools: Silver bullets or Smart Solutions.*
The Southeast Center for Teaching Quality.
http://www.teachingquality.org/pdfs/RecruitRetainHTSS.pdf

National Board for Professional Teaching Standards Subsidy and Support Program
ADE supports teachers who are seeking National Board Certification. ADE is the fiscal agent of the NBPTS subsidy money that is allocated to Arizona each year to provide funding to all teachers within the state. Awards are made through a competitive application process. ADE, in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University provides support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having NBCT in their schools. ADE is in partnership with the Arizona K-12 Center, the Arizona Education Association, and Arizona State University to provide support to candidates in a variety of ways. Information is available to parents, administrators, school board members, and the business community to show the benefits of having National Board Certified Teachers in their schools. Additional information on the National Board for professional Teaching Standards Subside and Support program may be found at http://ww.ade.az.gov/asd/NBCert

Targeted High Need Initiative (THNI) Grant
The National Board for Professional Teaching Standards' Targeted High Need Initiative (THNI) is designed to increase the number of National Board Certified Teachers® (NBCT) in high-poverty urban and rural schools. The initial focus of the THNI project in Arizona is teachers of grades 4-6 in inner city schools in the City of Phoenix. There are thirteen elementary school districts that serve the City of Phoenix and feed into Phoenix Union High School. These districts have nearly 100% of their students qualifying as economically disadvantaged and have a considerable number of English Language Learners. The narrow focus of the chosen certificate area is twofold. First, there is evidence that student achievement significantly declines over time as students' transition out of the primary grades and into middle grades. Secondly, like many of their students, teachers in high needs areas require support that is non-traditional and more intense than what is currently being offered to candidates in Arizona. The goal for the 2006-07 cycle would be to have a cohort of 20-25 teachers from this targeted area working on the Middle Childhood Generalist Certification. The success of this group will establish a base of NBCTs to provide support for others in their districts to go through National Board Certification. This

base would also serve as mentors for teachers who will be required to take the Arizona Performance Assessment (Take One), a new requirement for conversion of a provisional teaching certificate to a standard teaching certificate beginning September 1, 2006.

National Board Certification for state-funded all-day kindergarten schools
This grant funds 100 teachers working in state-funded all-day kindergarten schools to pursue National Board Certification. The Arizona K-12 Center will pay the $2,500 candidate application fee from the grant. The candidate will be required to pay the $65 National Board processing fee. All state-funded all-day kindergarten classes are in "high need" schools.

Goal 2.3
Leadership, capacity building and empowerment of teachers and principals to facilitate change in their schools and school districts.
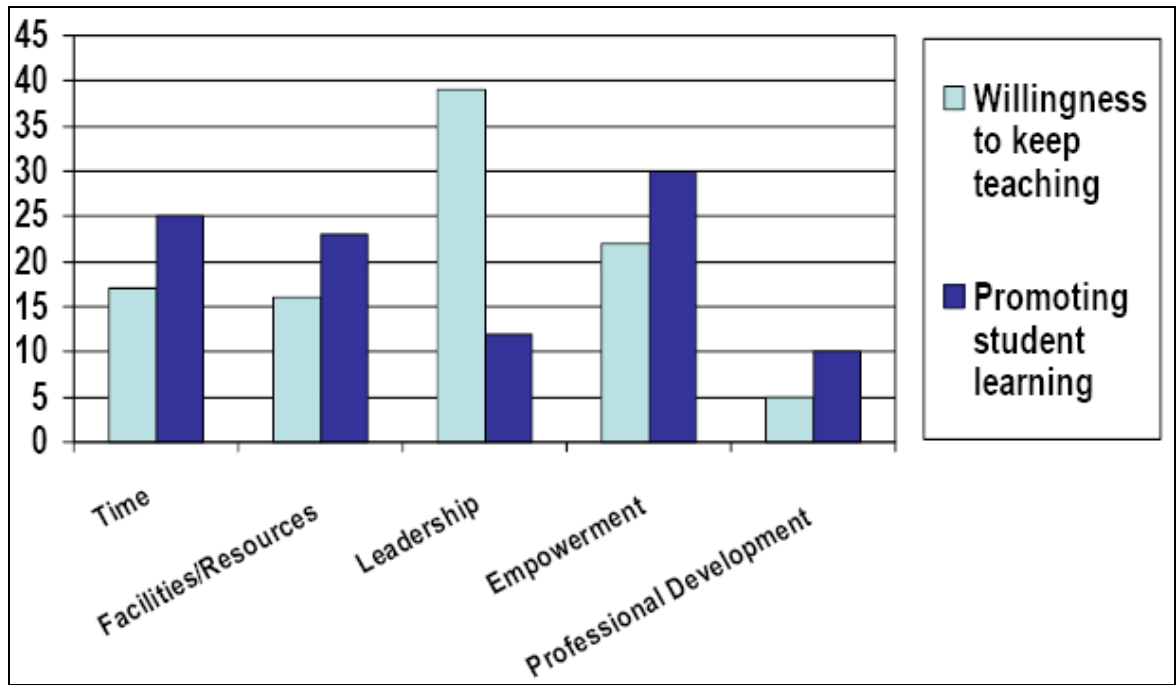
Arizona Teacher Working Conditions Survey

The Center for Teaching Quality (CTQ) is a national resource for policymakers and practitioners who want to use new ideas and tools to solve America's teaching quality and supply problems. As a research-based advocacy organization founded by Barnett Berry in 1999, CTQ focuses primarily on (1) the conditions of teaching that will allow teachers to help students learn, (2) leadership opportunities for America's best teachers to improve teaching and learning policies, and (3) new ways to engage the public in teaching quality and student achievement issues that are critical to the success of America's public schools and its democratic way of life.

The Center for Teaching Quality (CTQ) conducted a pilot survey on working conditions, March 13-31, 2006, in seventeen Arizona school districts and two Arizona charter schools. More than 7,000 licensed educators participated in the pilot with a 70% response rate in districts and schools. This survey results will assist in improving the logistical planning needed to survey every Arizona educator in 2007 and give the State and participating districts the baseline data to track improvements. This survey provides teachers and administrators with information about the status of working conditions in their schools and helps guide school, district, and state policy decision-making.

See Attachment #7 Arizona Teacher Working Conditions Survey

Preliminary results from the Arizona survey were shared with school and district administrators on May 15, 2006. Results show that the most important factors for Arizona teachers choosing to stay or leave is the competence of the building leader, teacher empowerment, time, and facilities/resources. According to Arizona teachers, the most important factors affecting student achievement are: teacher empowerment, time, facilities/resources, and leadership.

Results indicate that 9% of the educators' surveyed will leave teaching at the end of this school year; 5% will leave their school and district by the end of this school year (see figure1).
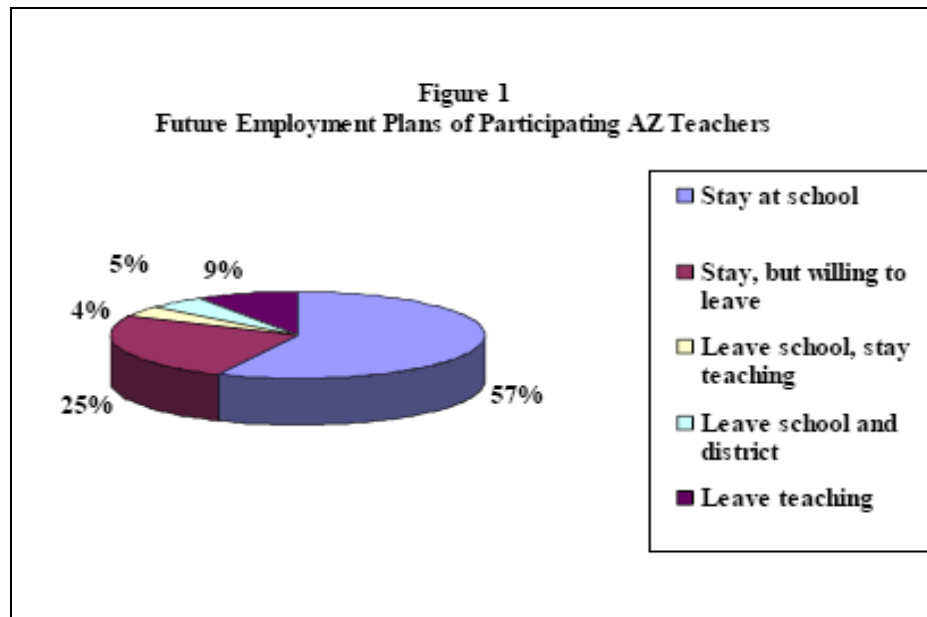
Additional information on the Working Conditions survey may be found at www.aztwc.org/reports

Additional research on Working Conditions from The Center for Teacher Quality may be found at http://www.teachingquality.org

Executive Summary Focusing on Arizona Education Leadership: Recruiting, Rewarding, and Retaining High Quality PreK-12 Leaders

The Bureau of Educational Research and Services (BERS) at Arizona State University presented an *Executive Summary Focusing on Arizona Education Leadership: Recruiting, Rewarding, and Retaining High Quality Pre K-12 Leaders* June 21, 2005. BERS conducted four regional focus groups in March 2005. An entrance survey instrument was adapted from the Superintendents' Professional Expectation and Advancement Review instrument used in an American Association of School Administrators Study of Superintendents conducted in 2000. Focus group participants were asked to rate the importance of 28 leadership skills or characteristic traits taken from a wide review of educational literature. A whole-group discussion on the issues facing educational leaders and ideal leadership characteristics was facilitated and scripted. The whole group was then re-arranged into small (5-6 participants) dialogue groups to discuss and capture in written notes "what's working/what's not working" in four topical areas: recruitment, rewards/incentives, retention, and preparation. An exit survey asked respondents to rate the perceived level of expertise/quality performance of leaders in their region on these same 28 items. Items #17 - #44 on the entrance survey were matched to items #1 - #28 on the exit survey. The items were classified by topic: Leadership, Communication, Management, Teaching and Learning, Change, Community/Culture, Politics, Problem Solving, Staff Development, and Character Traits. The Kruskal-Wallis test indicated that all responses were significantly different at the confidence level between entrance and exit surveys.

The *Executive Summary* may be found at
http://bers.asu.edu/azleads/Executive%20Summary.pdf
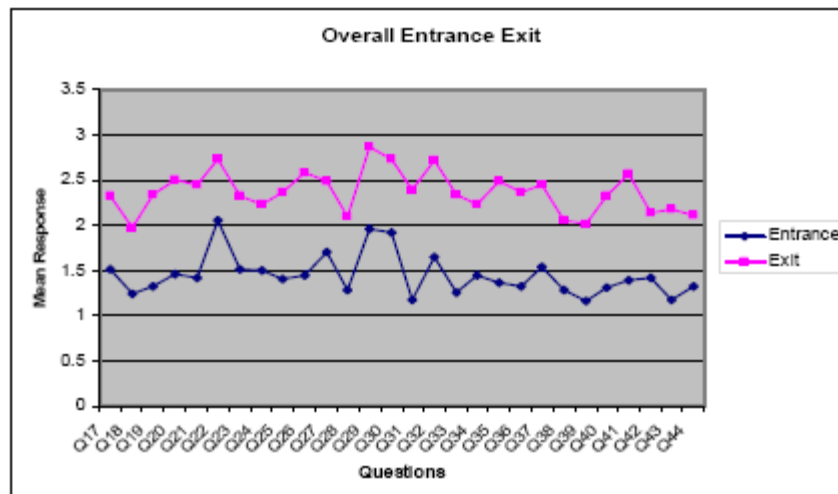
State Action for Education Leadership Project II (SAELP II)-Wallace Grant
The Wallace Leadership Grant focuses on creating a comprehensive, statewide infrastructure for education leadership development. This infrastructure will encompass the continuum from recruitment and preparation through continuous improvement and expert practice. This grant will coordinate statewide efforts into a coherent, well-articulated system for educational leadership. The work proposed under the Wallace Grant aligns and enhances existing state and local programs and institutionalizes a leadership development structure. This system is built upon three innovative ideas. The first is the commitment to institutionalize leadership development. The second is implementing incentives for accomplished leaders. Finally and fundamentally, the system must link leadership learning to student learning.

Bloom, G., Castagna, C., Moir E., Warren, B (2005). BLENDED COACHING: SKILLS AND STRATEGIES TO SUPPORT PRINCIPAL DEVELOPMENT. Thousand Oaks, CA: 2005, Corwin Press.

Marzano R., Waters, T., McNulty, B. (2005). SCHOOL LEADERSHIP THAT WORKS: FROM RESEARCH TO RESULTS. Alexandria, VA: Association for Supervision and Curriculum Development.
Additional information on the Wallace Leadership Grant can be found at
http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.htm
Additional information on the Arizona State Action for Education Leadership Grant can be found at
www.wallacefoundation.org

See Attachment # 13 State Action for Education Leadership Project II (SAELP II)

Arizona Leadership Development Program
The Arizona Leadership Development Program is a component of the Wallace Grant. The mission of the Arizona Leadership Development Program is to promote high quality leadership in all schools by engaging administrators in an effective and sustained program of training and support. The steering committee identified seven principles to guide their work as they developed a system of on-going training for school leaders in Arizona. These principles were:

1. Developing and applying the skills of effective leadership is an on-going process.
2. Leading second order change is a radical shift from the norm but essential.
3. School reform requires leadership that is willing and able to take action.
4. High Expectations for teaching and learning are essential for school reform.
5. Leaders need support, time and assistance.
6. Leaders who lead reform demonstrate passion and commitment to the job.
7. On-going training for school leaders builds capacity with the focus on results and sustainability.

The steering committee identified five components necessary for implementing and sustaining the program:

1. Provide a system of training for Arizona school leaders.
2. Provide Arizona schools with leaders who are passionate and will take action to bring about reform.
3. Provide training that is respected for its relevancy, timeliness, and motivational capacity.
4. Develop a cadre of "turnaround" personnel for placement in schools failing to meet
5. Continuously improve the program based on evaluation data.

Professional Development Leadership Academy (PDLA)
The purpose of the Professional Development Leadership Academy (PDLA) is to develop the leadership capacity of teams. Teams design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and enhance student learning. PDLA is dedicated to building the capacity of schools and LEA's. PDLA represents a "grow where you are planted" approach to building a critical mass of qualified, experienced teachers who are willing to work in hard-to-staff schools. In this 3-year curriculum, teams of educators from the same school, district or county learn together how to design, implement and evaluate a high quality, effective PD plan focused on improving schools and systems and raising student achievement. This rigorous improvement program uses the National Staff Development Council's Standards for Staff Development as foundational principles. Each year of the training series consists of four, 2-day sessions and a 3-day Summit in June which serves as a culminating event for the year's work. **Year 1** focuses on PD program design basics including planning, data driven decision making, the NSDC staff development standards, and PD models. **Year 2** focuses on implementation of the plans and establishing systems of accountability and evaluation. In **Year 3** the teams continue to advance their learning about systemic change and focus on leading continuous improvement efforts. AzTEP schools are required to participate in PDLA.

Garet, M. S., Birman, B. F., Porter, A. C., Desimone, L., Herman, R., & Yoon, K. S. (1999). *Designing effective professional development: Lessons from the Eisenhower program.*
Washington, DC: U.S. Department of Education.

Arizona Master Teacher
The Arizona Master Teacher program is a three year pilot restricted to AzTEP and state-funded all-day kindergarten schools. The Master Teacher Mentor program is designed to recognize an individual for excellence in the classroom including the ability to:
- Improve student achievement;
- Coach novice teachers in high need schools;
- Communicate effectively with the community.

The Arizona Legislature appropriated $1 million dollars for the Master Teacher Mentoring Program. Research abstracts and briefs on the effects of mentoring and induction on teacher retention may be found at http://www.newteachercenter.org/research_abstracts.php

Goal 2.4
Pay for Performance

Arizona is a state that provides "Pay for Performance" opportunities. ADE will provide technical assistance to assist school districts in developing a plan to increase the number of HQ teachers in high need schools. Each district's plan will include financial incentives to teachers. A newly created Performance Based Pay Compensation System Task Force will be used to monitor, evaluate, and provide feedback to districts on their individual "Pay for Performance" plans.

Career Ladder
The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts state-wide that choose to make career advancements without leaving the classroom or the profession. The participating districts are required to comply with requirements established in A.R.S. §15-918. While Arizona requires that a number of basic elements be included in the local plan, each district may develop specific details that meet its unique needs. Through ongoing evaluation, districts continue to refine the required elements. In order to ensure compliance in all areas, the State Career Ladder Advisory Committee annually reviews each district's plan. The Arizona State Board of Education provides final plan approval. ADE staff provides technical assistance to district personnel in the administration of their programs.

State Statues Guiding the Program

Incentive Programs	
15-918	Career ladder programs; definitions
15-918.01	State career ladder advisory committee
15-918.02	Career ladder program; requirements; optional component
15-918.03	Career ladder programs; implementation phases
15-918.04	Career ladder programs
15-918.05	Career ladder programs; determination of equalization assistance payments from county and state monies
15-919	Optional performance incentive program; definition
15-919.02	Optional performance incentives program; requirements
15-919.03	Optional performance incentives programs; implementation phases
15-919.04	Optional performance incentives program; funding; limitation
15-919.05	Optional performance incentive programs; determination of equalization assistance payments from county and state monies
15-919.06	Optional performance incentive programs; unexpended and unencumbered monies; portion non-lapsing
15-920	Performance pay; budget balance carry forward; definitions
15-920.01	Arizona performance based compensation system task force; members; evaluation; reporting

Classroom Site Fund
The Classroom Site Fund was created to reward teachers and support schools on the basis of performance and need per A.R.S. §15-977. A portion of the money must be spent for base salary increases and a portion must be allocated for one or more of the following: class size reduction, teacher compensation increases, AIMS intervention, teacher development, dropout prevention, and/or teacher liability insurance premiums.

Teacher Incentive Fund Grant (TIF)
The purpose of the Teacher Incentive Fund Grant (TIF) is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools. Arizona is applying for this grant as an opportunity to strengthen the existing pay for performance programs. The focus of the application will be on building strong principal and teacher leadership within the school, resulting in increased student achievement.

Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Protocols have been developed by ADE to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible.

- **District Protocol**

  LEA FY 07 applications for Title I-A (if eligible) and Title II-A grants must include evidence of financial support for teachers who have not met the HQT requirements. Applications and amendments will not be approved if there are teachers identified as non HQ without appropriate justification. Additional information on the 2007 NCLB Fiscal Applications may be found at http://www.ade.az.gov/gme/FundingProfileView/FundingProfileFiles.asp?ID=316

- LEA will complete and submit a Plan for Highly Qualified Teachers and Plan for Highly Qualified Teachers Summary Report to ADE providing specific strategies and support (funding) for non-HQ teachers for review by the assigned ADE Education Program Specialist. Failure by the LEA to meet established deadlines for HQT reporting will result in an interruption of federal funds.
  See Attachment # 1 LEA Plan for Highly Qualified Teachers and
  Attachment # 2 LEA Plan for Highly Qualified Teachers Summary Report

- LEA Plan for Highly Qualified Teachers will align with the NCLB Final Consolidated Plan

- LEA Plan for Highly Qualified Teachers will align, as appropriate, to the Arizona School Improvement Plan/Schoolwide Plan to ensure completion of HQT requirements by the end 2006-07 school year, and to support non-HQ teachers to become HQ

- LEA will provide evidence of HQT to ADE on-site program monitors
  See Attachment # 3 Highly Qualified Teacher Monitoring Protocol
    - Verification of compliance will occur as part of the regular program monitoring as required for each of the following Divisions within ADE:
        - Exceptional Student Services (Special Education)
        - Academic Achievement (NCLB)
        - School Effectiveness (Title I School/District Improvement)

- Additional monitoring by ADE specialists will occur when significant concerns arise over inaccurate HQT data

- LEAs will be required to complete a Compliance Activities Plan to address HQT deficiencies. The Compliance Activities Plan will be monitored by the ADE HQ Review Team. Failure by the LEA to meet established deadlines for the Compliance Activities Plan will result in an interruption of federal funds.
  See Attachment # 4 Compliance Activities Worksheet

School Protocol

- School Principals are required to submit to ADE, a data summary of non-HQ teachers which includes grade/content area, action items, review dates, and support provided by the school/district
  See Attachment # 5 Highly Qualified Teacher School Summary Report

- School Principals will assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans (for the 2006-07 school year)

- School Principals are required to align their Arizona School Improvement Plan/Schoolwide Plan activities with the HQT requirements to ensure all teachers are HQ by the end 2006-07 school year.

Teacher Protocol

- Each non-HQ teacher must complete and submit an Individual HQT Plan to the building principal providing the timeline to become HQ (during the 2006-07 school   year)
  See Attachment # 6 Individual HQT Plan
- Each Individual HQT Plan must be completed and submitted to the building principal within four weeks of employment

- **ADE Cross Unit Communication**
  ADE has developed a Cross-Unit Communication team in which concerns regarding schools and districts will be addressed and ADE staff will provide coordinated technical assistance and/or sanctions.
  See Attachment # 11 ADE Cross Unit Communication

Highly Qualified Teacher Report - Schools Identified for Title I School Improvement
(234 Schools)

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Schools Identified for Title I School Improvement	14480	12406	2075	12292	10534	1758	0.848895028	0.849105272	0.847228916	216

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Elementary School Classes - Grades K-8	2743	2399	344	1887	1693	194	0.68793292	0.705710713	0.563953488	118
Demonstrated Content Knowledge by AEPA				1340	1175	165				
Demonstrated Content Knowledge by HOUSSE				547	518	29				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Elementary School Visual Arts/Music Classes - Grades K-8	886	799	87	794	719	75	0.896162528	0.899874844	0.862068966	118
Demonstrated Content Knowledge by AEPA				366	327	39				
Demonstrated Content Knowledge by HOUSSE				110	110	0				
Demonstrated Content Knowledge by Major/24 hours				312	276	36				
Demonstrated Content Knowledge by NBCT				6	6	0				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Elementary School SPED Classes - Grades K-8	1669	1576	93	1048	987	61	0.627920911	0.626269036	0.655913978	118
Demonstrated Content Knowledge by AEPA				606	546	60				
Demonstrated Content Knowledge by HOUSSE				128	128	0				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Middle School Classes - Grades 7-8	5143	4828	315	4570	4314	256	0.888586428	0.893537697	0.812698413	53
Demonstrated Content Knowledge by AEPA				1768	1638	130				
Demonstrated Content Knowledge by HOUSSE				822	799	23				
Demonstrated Content Knowledge by Major/24 hours				1976	1873	103				
Demonstrated Content Knowledge by NBCT				4	4	0				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Middle School SPED Classes - Grades 7-8	712	671	41	624	583	41	0.876404494	0.868852459	1	53
Demonstrated Content Knowledge by AEPA				228	207	21				
Demonstrated Content Knowledge by HOUSSE				97	97	0				
Demonstrated Content Knowledge by Major/24 hours				118	108	10				
Demonstrated Content Knowledge by NBCT				0	0	0				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Secondary Classes - Grades 9-12	3094	1954	1140	2754	1690	1064	0.89010989	0.864892528	0.933333333	45
Demonstrated Content Knowledge by AEPA				1458	925	533				
Demonstrated Content Knowledge by HOUSSE				195	138	57				
Demonstrated Content Knowledge by Major/24 hours				1101	627	474				
Demonstrated Content Knowledge by NBCT				0	0	0				

School Type	Total Number of Core Academic Classes	District Schools	Charter Schools	Number of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	District Schools	Charter Schools	Number of Teachers on Waivers
Secondary SPED Classes - Grades 9-12	233	178	55	201	151	50	0.862660944	0.848314607	0.909090909	45
Demonstrated Content Knowledge by AEPA				85	61	24				
Demonstrated Content Knowledge by HOUSSE				20	20	0				
Demonstrated Content Knowledge by Major/24 hours				82	65	17				
Demonstrated Content Knowledge by NBCT										

Comprehensive Teacher Quality Data Elements - Experience Index

STATE	
Experienced	3519
Novice	1340

Experience Index (State)

28%

72%

- Experienced
- Novice
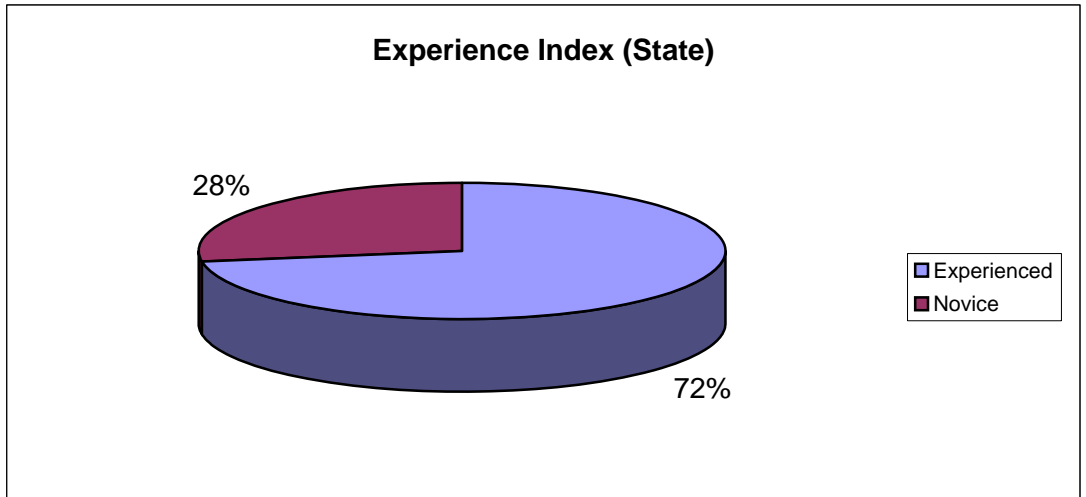
DISTRICT	
Experienced	3039
Novice	1125

Experience Index (District)

27%

73%

- Experienced
- Novice
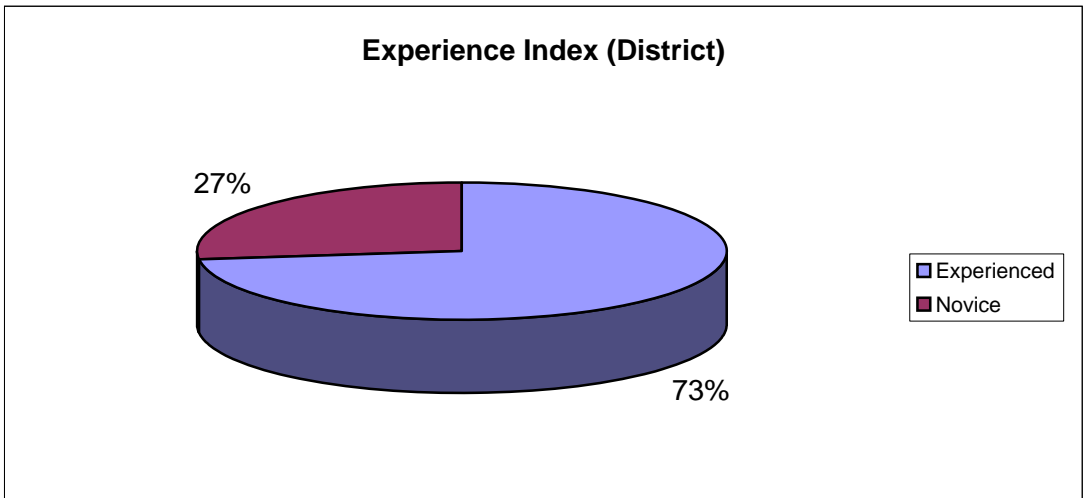
CHARTER	
Experienced	480
Novice	215

Experience Index (Charter)

31%

69%

- Experienced
- Novice
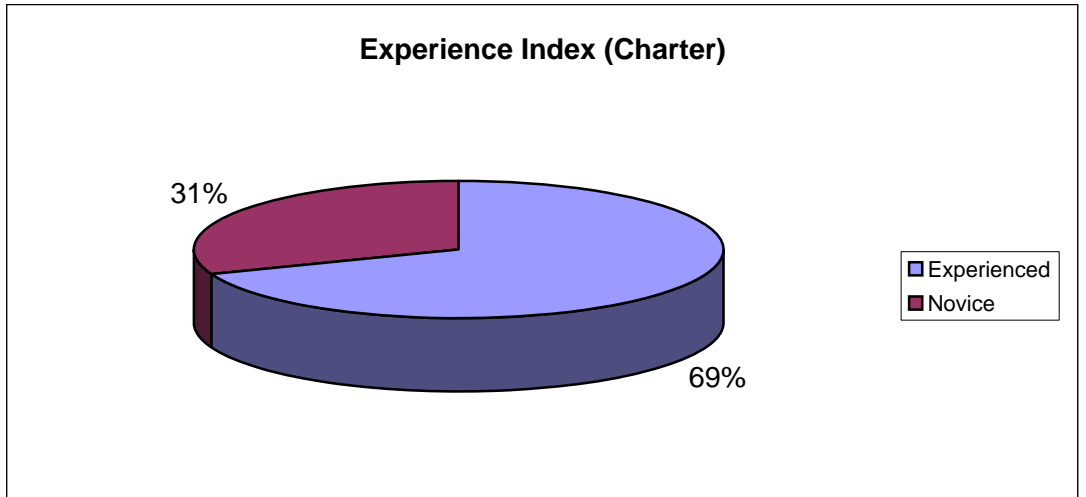
Comprehensive Teacher Quality Data Elements - Ethnicity

STATE	
Asian	84
Black	217
Hispanic	838
American Indian	399
UNKNOWN	507
White	2814

Ethnicity (State)

2% 4% 17%
8%
10%
59%

Asian
Black
Hispanic
American Indian
UNKNOWN
White
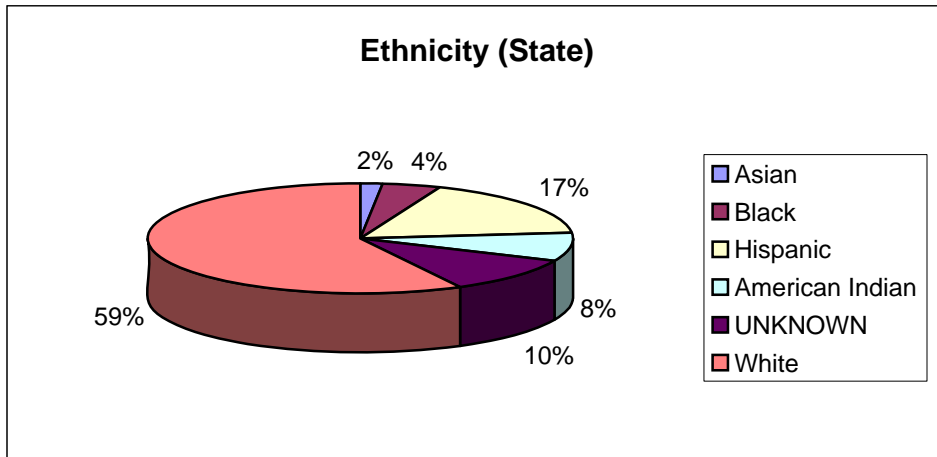
DISTRICT	
Asian	73
Black	182
Hispanic	767
American Indian	385
UNKNOWN	194
White	2563

Ethnicity (District)

2% 4% 18%
9%
5%
62%

Asian
Black
Hispanic
American Indian
UNKNOWN
White
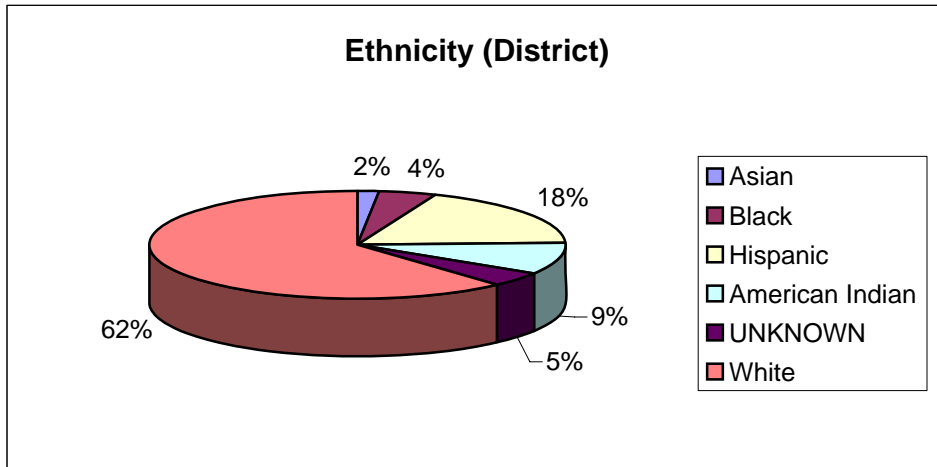
CHARTER	
Asian	11
Black	35
Hispanic	71
American Indian	14
UNKNOWN	313
White	251

Ethnicity (Charter)

2% 5% 10%
2%
36%
45%

Asian
Black
Hispanic
American Indian
UNKNOWN
White
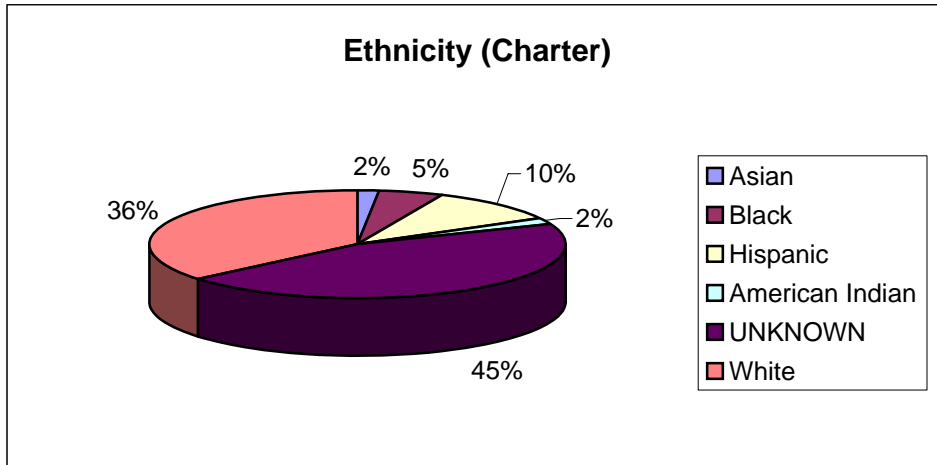
Comprehensive Teacher Quality Data Elements - Special Coursework (State)

State	891
District	875
Charter	16
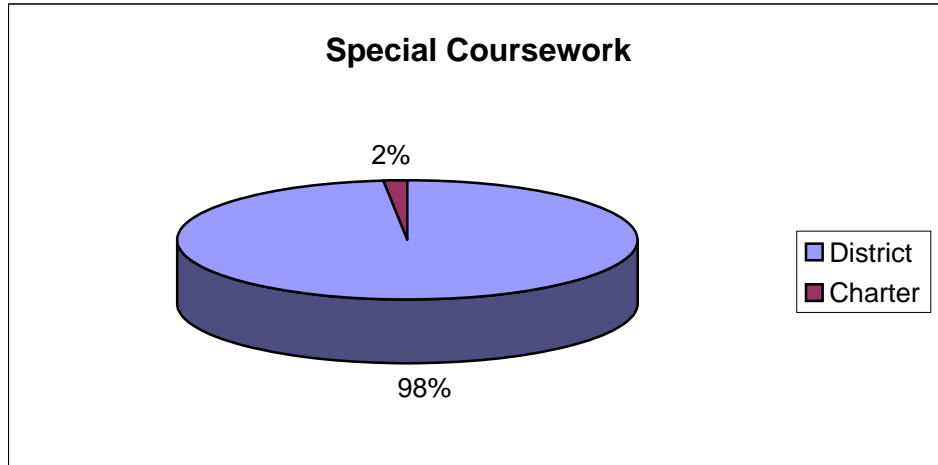
Special Coursework

2%

98%

- District
- Charter

Attachment 1: LEA Plan for Highly Qualified Teachers

All teachers who are **not** Highly Qualified per NCLB for their current year teaching assignment must complete a Highly Qualified Individual Teacher Plan with Action steps to meet the Highly Qualified requirements. The school and the LEA are responsible for monitoring the completion of the Plan through out the year and to provide funds or other support to each teacher to remove deficiencies. Use this form to record the funding and assistance provided by the LEA to teachers with Highly Qualified Plans. This information must be submitted with the LEA Summary Report to ADE Highly Qualified Unit at the address below.

LEA Name: _____

LEA Budget – total amount of LEA funds to support teachers on Highly Qualified Individual Plans

Title II-A	Title I-A	Title V	Title III	State/Local Funds

Superintendent Signature		Date	

Complete this form for each school:

Name of School	
Total number of teachers with Plans for becoming Highly Qualified	

Enter amounts from each funding source provided for each category:

LEA Support Category	Resources (Fund Source $$)	Person Responsible	Description (Optional)
Tutoring			
Tuition Reimbursement			
Test Fees Reimbursement (AEPA)			
Other (specify)			

I understand that the Arizona Department of Education will monitor the implementation of LEA and teacher plans to ensure that all core academic content teachers are Highly Qualified by the end of the 2006 – 2007 school year.

Principal Signature		Date	

Highly Qualified Individual Team Plan
P.L. 107 – 110 – No Child Left Behind

Attachment 2: LEA Plan for Highly Qualified Teachers
Summary Report
2006 – 2007 School Year

This information must be submitted with the LEA Highly Qualified Teacher Plan to ADE Highly Qualified Unit at the address below

LEA Name	*CTDS*	*Approval by Superintendent Printed Name*	*Signature*	*Date*

Name of Designated Point-of-Contact	*Contact Person's Telephone Number*	*Contact Person's E-mail Address*

Plan Reviewed by (ADE Staff)	*Date of Review*

Enter LEA – level data from 2006 – 2007 school year for the following elements:

	Number	Percentage	Comments
Number and Percentage of Core Academic Subject **TEACHERS** who are **NOT** Highly Qualified			
Number and Percentage of Core Academic Subject **CLASSES** taught by teachers who are **NOT** Highly Qualified			
	Subject	**Grade**	**Student Subgroups**
Core Academic Subjects, Grades, and Student Subgroups in which the **LEA DID NOT MAKE AYP** based on Spring 2006 statewide assessments			
Core Academic Subjects and Grades that have teaching vacancies that the LEA **CANNOT** fill with Highly Qualified teachers			

Add any other data for the LEA that establishes needs related to ensuring that all core academic subject teachers are Highly Qualified.

Attachment 3: Sections 1111, 1119 and ARS R7-2-608J
Qualifications for Teachers and Paraprofessionals

The LEA ensures that all teachers and instructional paraprofessionals are Highly Qualified (HQ)

Date: _____   LEA: _____   School_____

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE

1. What evidence do you have that your teachers are Highly Qualified? What is being done for those who are not?	**(1119.1)**
	C P I All teachers are highly qualified
	    ❑ *Principals' verification of compliance*
	    ❑ *Teacher attestation, supporting documentation*
	    ❑ *HOUSSE Rubric, supporting documents*
	    ❑ *List of HQ Teachers*
	
	C P I If not, there is a plan in place to get teachers highly qualified.
	    ❑ *Teacher Plan for becoming HQ*
	    ❑ *School Plan for Teachers becoming HQ*

2. What evidence does the LEA have that that each teacher's actual teaching assignment matches the teacher's area of certification?	**(ARS R7-2-608J)**
	C P I All teachers are teaching in the area approved on their certificate.
	    ❑ *Teacher credentials*
	
	C P I If not, there is a plan in place to get teachers appropriately certified.
	    ❑ *Teacher Plan for becoming HQ*
	    ❑ *School Plan for Teachers becoming HQ*

3. What evidence does the LEA have that all federally funded paraprofessionals are Highly Qualified? What is being done for those who are not?	**(1119.2)**
	C P I All instructional paraprofessionals are highly qualified.
	    ❑ *Principals' verification of compliance*
	    ❑ *Paraprofessional verification data*
	
	C P I If not, there is a plan in place to get instructional paraprofessionals highly qualified.
	    ❑ *Paraprofessional Plan for becoming HQ*
	    ❑ *School Plan for Paraprofessionals becoming HQ*

Sections 1111, 1119 and ARS R7-2-608J – Qualifications for Teachers and Paraprofessionals

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
4. Describe how the LEA and its schools notify parents of their "Right To Know" [Section 1111 (h) (6)]. How does the LEA ensure parents requesting information receive it in a timely manner and in an understandable format about the professional qualifications of the student's classroom teacher and paraprofessional?	**(1111.1)** C P I LEA / schools provided parents "Right to Know" notice in a timely manner. ❑ *Parents' Right to Know notice* ❑ *Date Parents' Right to Know notice distributed* ❑ *Method of distribution* ❑ *Understandable Format*
5. How does the LEA ensure that schools notify parents that a teacher who has taught their child for 4 or more weeks is not Highly Qualified?	**(1111.2)** C P I LEA /schools notified parents, in a format parents can understand, that a teacher who is not highly qualified has taught their child for more than 4 weeks. ❑ *4 week notice to parents* ❑ *Date Non-Highly Qualified teacher notice distributed* ❑ *Method of distribution*

Signatures of:
ADE Representatives: _____

_____

_____

LEA Representatives: _____

_____

SUMMARY OF COMPLIANCE
Reviewers' Assessment: ☐ Complete ☐ Partial ☐ Incomplete ☐ Technical assistance required ☐ Title II Attention needed Comments:

ATTACHMENT 4: COMPLIANCE ACTIVITIES WORKSHEET

LEA: **DATE:**

ITEM TO BE COMPLETED	COMPLIANCE ACTIVITY	Person Responsible	Completion Date	ADE ONLY
1. All teachers are highly qualified, or if not, there is a completed plan in place to get the teachers highly qualified.	Complete the Arizona Teacher Highly Qualified Attestation Verify documentation on being Highly Qualified Complete the plan for assisting teachers who are not Highly Qualified to become highly qualified. Ensure that funds are available to assist teachers in registering to take needed testing to achieve Highly Qualified status.			
2. All teachers are teaching in the area approved on their certificate, or if not, there is a plan in place to get the teachers appropriately certified.	Supply a copy of the Master Schedule for the school. Verify Teacher credentials. Develop and implement a plan to assist teachers in becoming appropriately certified.			
3. All instructional paraprofessionals are highly qualified, or if not, there is a plan in place to get instructional paraprofessionals highly qualified.	Document the completion of the Principals' Verification of Compliance Ensure that funds are available to assist instructional paraprofessionals in taking the State approved testing to achieve highly qualified status.			

COMPLIANCE ACTIVITIES WORKSHEET

LEA: **DATE:**

ITEM TO BE COMPLETED	COMPLIANCE ACTIVITY	Person Responsible	Completion Date	ADE ONLY
4. LEA/schools provided parents "Right to Know" notice in a format parents can understand and in a timely manner.	Develop and disseminate a letter and/or notice for parents indicating their "Right to Know". Document the dissemination of the letter.			
5. LEA/schools notified parents, in a format parents can understand, that a teacher who is not highly qualified has taught their child for more than 4 weeks.	Develop and disseminate a letter notifying parents that their student has been taught by a teacher who is not highly qualified for more than 4 weeks. Revise the letter for parents notifying them that their student has been taught by a teacher who is not highly qualified so that it is in a format that is easily understood. Document the dissemination of the notification.			

Other Concerns or Comments:

_____

_____

_____

_____

Highly Qualified Individual Team Plan
P.L. 107 – 110 – No Child Left Behind

Attachment 5: Highly Qualified Teachers Summary School Report

All teachers who are not Highly Qualified per NCLB for their current year teaching assignment must complete a Highly Qualified Individual Teacher Plan with Action steps to meet the Highly Qualified requirements. The school and the LEA are responsible for monitoring the completion of the Plan through out the year and to provide funds or other support to each teacher to remove deficiencies. Use this form to record the efforts of the individual teachers and the monitoring by the principal. This form must be submitted with the LEA Summary Report and the LEA Plan for Highly Qualified Teachers to the ADE Highly Qualified Unit at the address below.

Consider: (1) changing teacher assignments within a school (2) between-school transfers and (3) alternative pathways to certification to accomplish the goal of having all core academic subject teachers Highly Qualified and to ensure equitable distribution of Highly Qualified teachers.

School		Principal		Date	

Teachers with Highly Qualified Plans

Name of Teacher	Grade/Content Area	Action Items: Degree Certificate Subject Knowledge	Planning Date	Mid-year Review	Completion or End-of-Year Review	Support

Add rows as needed

Arizona Department of Education, Academic Achievement Division, Highly Qualified Unit, 1535 W. Jefferson, Bin 34, Phoenix, AZ 85007

Attachment 6A: Individual Teacher Plan
This completed form should be retained at the school.

Name		**School**		**Date**	
LEA		**Certifying Principal**			

Current Teaching Assignment - Grade level: **Content Area (s):**

Check appropriate certification:

Elementary Certificate			**Secondary Certificate**			**Special Education Certificate**	
Grade K - 6					List each area on your certificate:	Disability Area(s)	
Middle School 7 - 8			Approved Area(s):			Teacher of Record in:	
Approved Area(s):	List each area on your certificate					Elementary K-6	
						Middle School 7-8	
						High School 9-12	

If you are not Highly Qualified in the subject(s) you are teaching this year, you must complete this Action Plan to fulfill the requirements for NCLB.

BA/BS Degree Charter Schools	**Projected Completion Date**	**Completed**	**Convert Emergency Certificate**	**Projected Completion Date**	**Completed**	**Subject Knowledge**	**Projected Completion Date**	**Completed**	**District Funding Source**
List courses required			*AEPA*			*AEPA (if available)*			
			Course work (list)			*Course work (list)*			
			Enroll in an alternative path program						

Principal's Verification of progress:

_____

Signature   *Date*

_____

Signature   *Date*

_____

Signature   *Date*

Highly Qualified Plan Employee Commitment: ☐ **Completed**   ☐ **In progress**

Employee Signature _____ *Date* _____

Mid-year Review Acknowledgement: ☐ **Completed**   ☐ **In progress**

Employee Signature _____ *Date* _____

Completion or End-of-Year Review Verification: ☐ **Completed**   ☐ **In progress**

Employee Signature _____ *Date* _____

7/13/2006

State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

July 1, 2006

Dear Educator:

Subject: NCLB Highly Qualified Teacher Requirements

On May 15, 2006, all States received a letter from Under-Secretary of Education, Henry L. Johnson regarding meeting the NBLC goal of having all core academic subject classes taught by highly qualified teachers (HQT) by the end of the 2005-2006 school year. Dr. Johnson stated: "To meet the No Child Left Behind (NCLB) Act requirement, we must take bold action to ensure that every student has access to a highly qualified, effective teacher. Therefore we are requesting that each State submit a revised State plan that details the new innovative actions the State and local education agencies will take to reach the Highly Qualified Teacher goal in 2006-2007 and beyond."

The first step in Arizona's Revised State Plan requires every teacher who is not "highly qualified" to complete an Individual Teacher Plan. **Because teachers certified through Emergency Teaching Certificates are not considered "highly qualified" under NCLB, you are required to complete the attached Individual Teacher Plan in cooperation with your building level administrator.** Title I -A, Title II-A, Title III, and Title V funds may be used to provide financial assistance non-highly qualified teachers in becoming highly qualified. This form is to be retained at the school site as a record of your building administrator's monitoring of your progress.

Additionally, each Title I school must provide each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified" [Section 1111(h)(6)].

If you have questions concerning completion of the form, please contact Jackie Waitman at 602-364-2190 or Jacqueline.waitman@azed.gov .

Thank-you as we work cooperatively to ensure the flow of Federal Funds to Arizona's schools.

Sincerely,

Patricia L. Hardy
Director of Title II-A
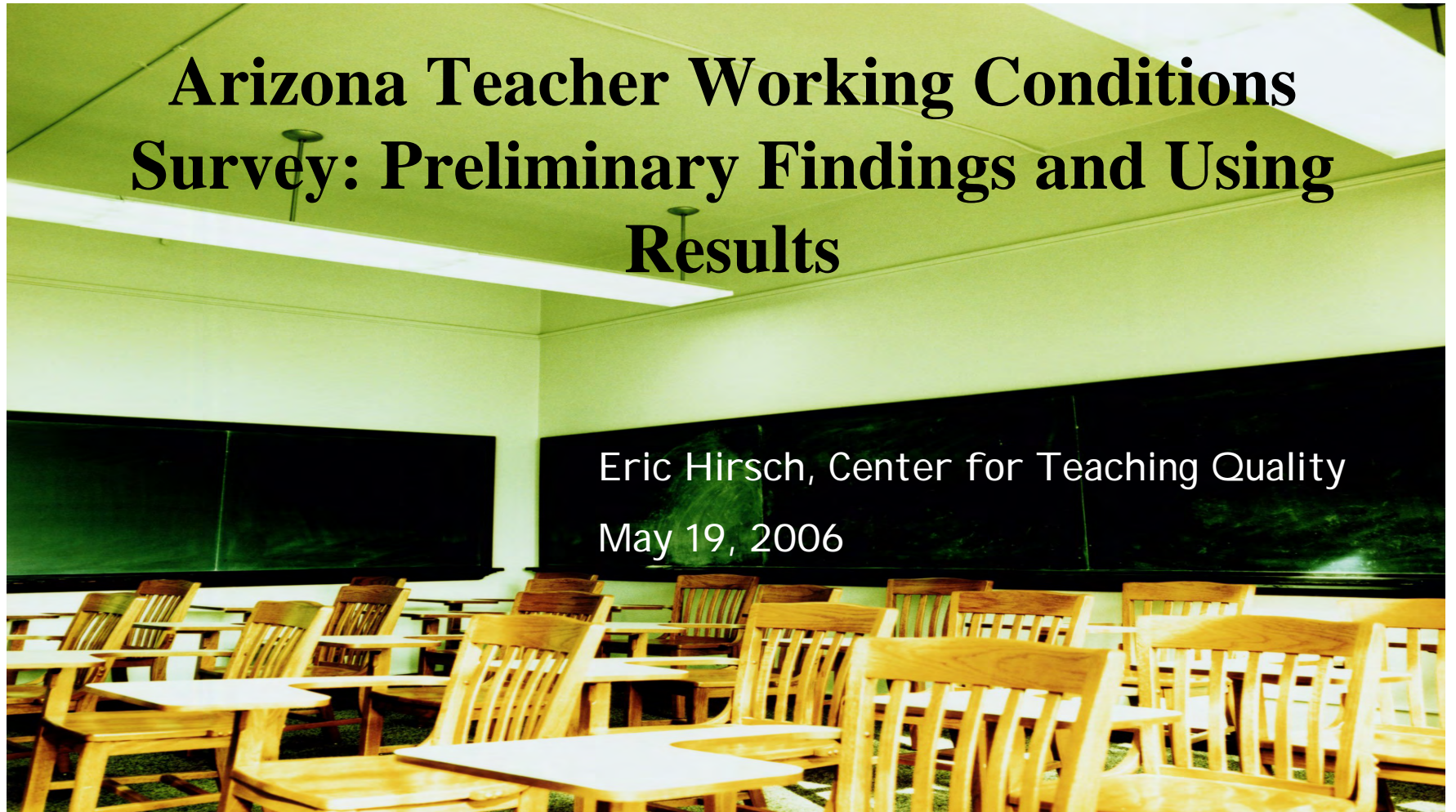Highly Qualified Professionals
Academic Achievement Division

CENTER FOR TEACHING QUALITY

where teachers are central to improving schools

Where **teachers** are central to **improving schools**

Arizona Teacher Working Conditions Survey: Preliminary Findings and Using Results

Eric Hirsch, Center for Teaching Quality

May 19, 2006

- Over 70 percent response rate in participating districts/schools

- About 5,200 educators responded (4800 teachers, 153 principals/assistant, 319 other licensed)

- 112 schools with a 50 percent response rate or greater

- Will do far more analyses when data is made available, particularly in the area of student learning. Will also run working conditions averages against actual attrition (if available) and gather other school level data (free and reduced lunch, school size, etc.) for 2005-2006 school year

- Will have comparable data from other states and/or districts for final report once all initiatives are completed
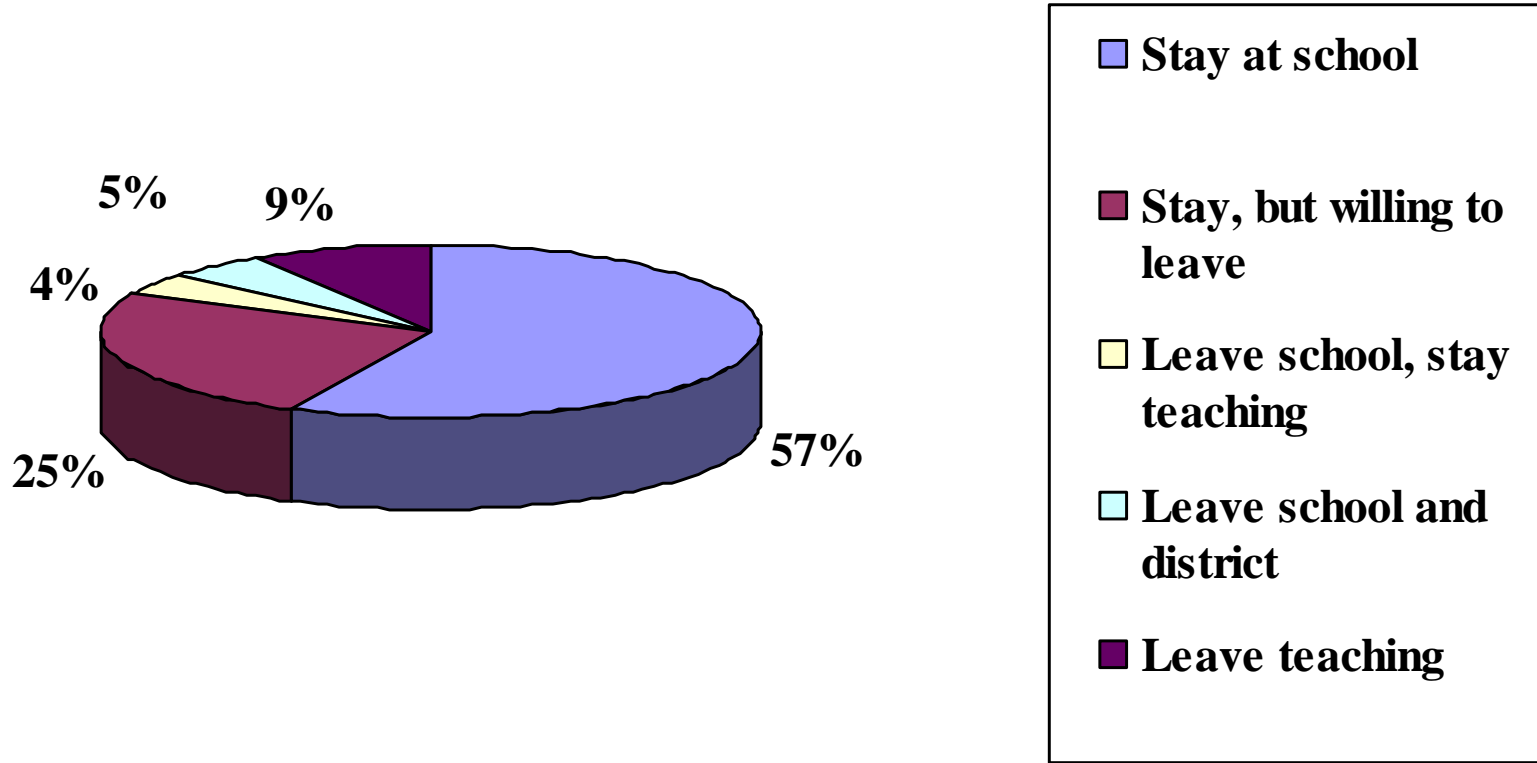
- Kansas – 53% response rate statewide with over 21,000 educators and data available online: www.kansastwc.org
- Nevada – 49% response rate for Clark County (over 8,000 with some participation in Washoe) – data viewing by school with support from assistance team: www.nvtlc.org
- Ohio – pilot in 2005 and voluntary survey in 2006 (13,700 participating) – www.ohiotlc.org
- Arizona – 70% response rate in 7,500 educator pilot www.aztwc.org
- North Carolina – 65% response rate statewide with over 75,000 educators – data online June 1 www.northcarolinatwc.org

- Districts in Alabama, Arkansas, Virginia and Georgia using parts or entire TWC survey

About one-fifth of teachers indicate a desire to leave their current school

Figure 1
Future Employment Plans of Participating AZ Teachers

18 Percent of Teachers Want to Leave Their School and 9 percent Want to Leave Teaching

Stay at school

Stay, but willing to leave

Leave school, stay teaching

Leave school and district

Leave teaching

57%

25%

4%

5%

9%

In considering your future plans, please indicate the importance of the following in influencing your decision	Percent Indicating Extremely Important
Support from school administrators	59%
Effectiveness with the students I teach	55%
Salary	50%
Teaching assignment (class size, subject, students)	46%
Collegial atmosphere amongst the staff	46%
Personal reasons	43%
Empowerment to make decisions that affect my school and/or classroom	41%
Comfort with the students I teach	40%
Student behavior	35%
Student behavior	35%
Time to do my job during the school day	34%
Facilities and/or resources	33%
Retirement options	33%
Community environment where I live	22%
Emphasis on testing and accountability	19%

Working Conditions on Retention and Learning According to Teachers
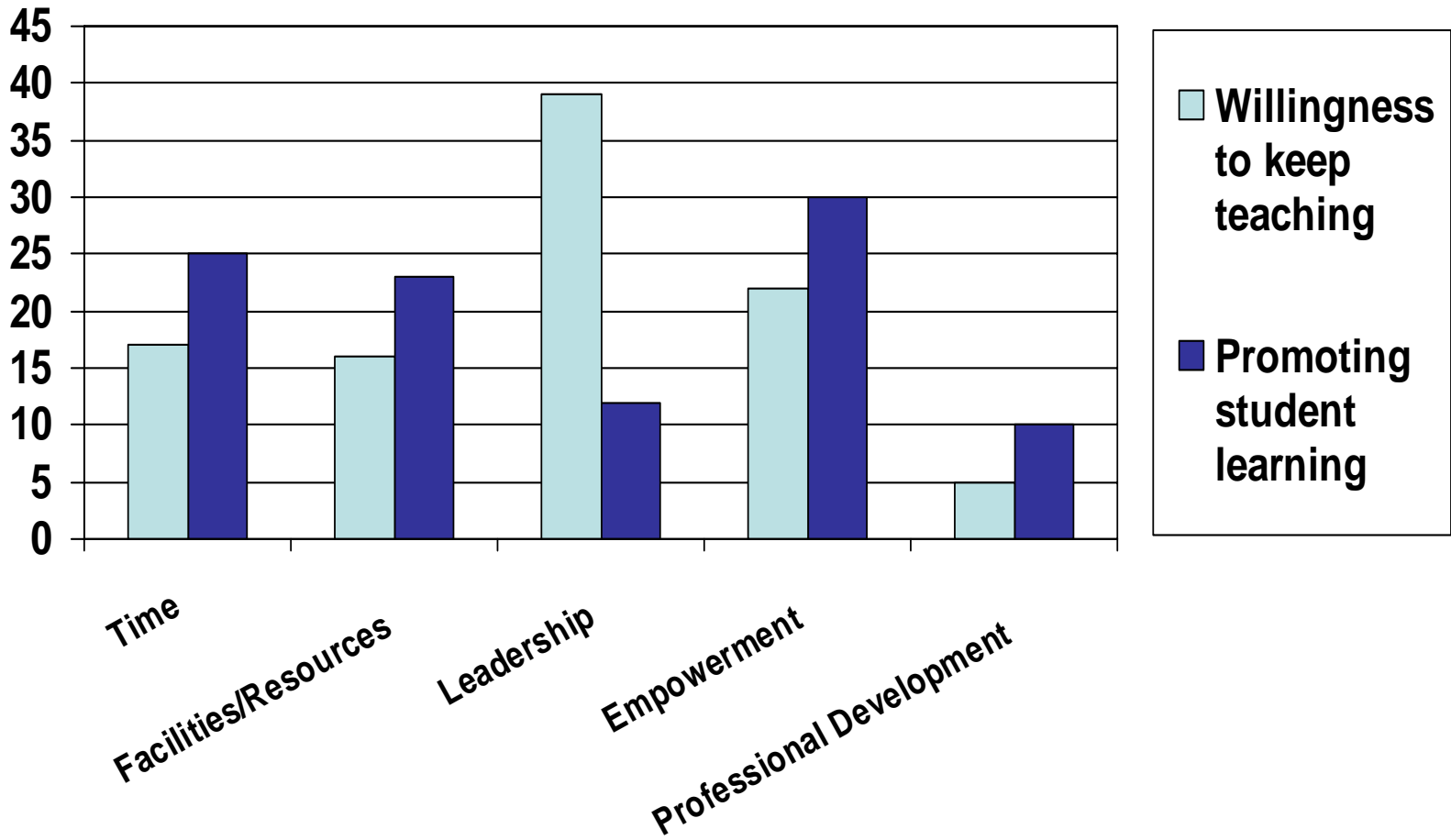
Career
Decisions
are Driven
By Working
Conditions

Teaching and Learning Survey Question	Domain Average		
	Stayers	Movers	Leavers
Time	2.77	2.29	2.28
Facilities and Resources	3.61	3.15	3.37
Empowerment	3.33	2.61	2.86
Leadership	3.60	2.70	3.23
Professional Development	3.58	3.03	3.23

	Percent of Teachers Who Agree		
Teaching and Learning Survey Question	Stayers	Movers	Leavers
Teachers are recognized as educational professionals	63.8%	30.8%	43.8%
Teachers are centrally involved in decision-making about important education issues.	39.5%	17.0%	22.3%
The faculty has an effective process for making group decisions and solving problems.	53.2%	21.8%	36.7%
There is an atmosphere of trust and mutual respect in my school.	66.8%	23.8%	47.1%
Teachers feel comfortable raising issues and concerns that are important to me.	59.0%	20.9%	38.5%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	66.0%	48.8%	52.4%
Site councils provide teachers opportunities to participate in school planning and decision making	56.2%%	31.0%	40.7%

Teachers and Administrators View Working Conditions Differently
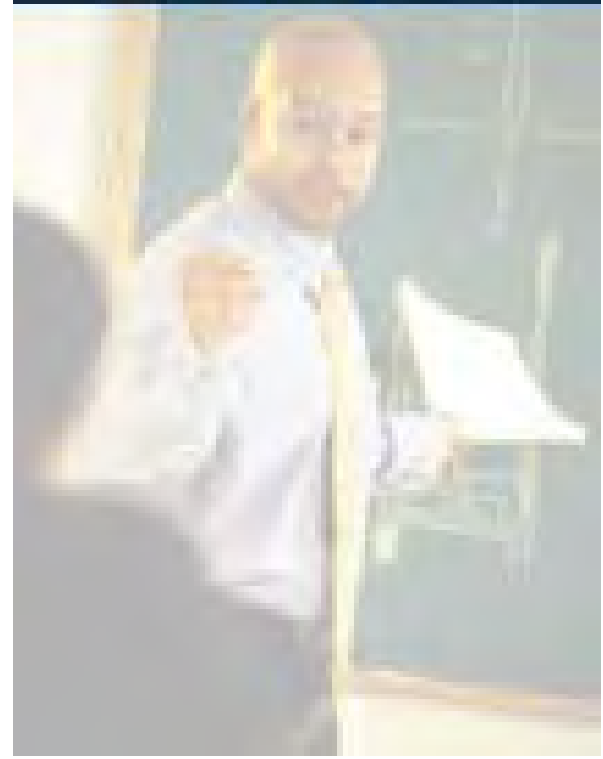
Teachers and Administrators View TWC Differently

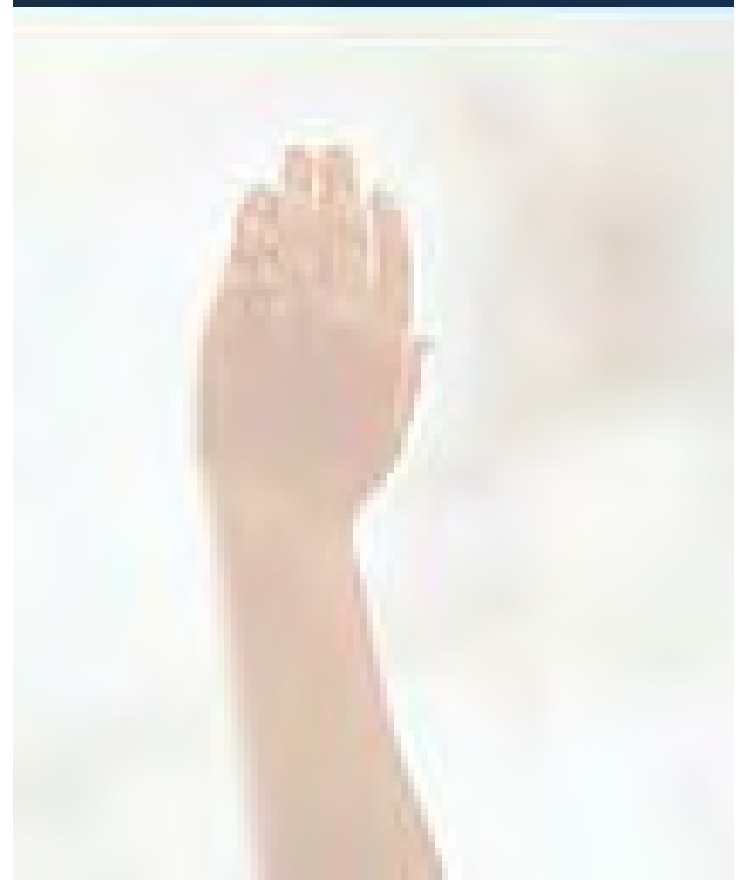| Working Conditions Question/Domain	Teacher	Principal/Asst. Principal
The non-instructional time provided to teachers is sufficient	30.1%	69.7%
Professional development provides teachers with the knowledge and skills most needed to teach effectively	63.3%	90.0%
Teachers are centrally involved in decision making about important education issues	36.1%	85.0%
The faculty has an effective process for making group decisions and solving problems	49.0%	83.0%
Teachers feel comfortable raising issues and concerns that are important to them	53.9%	89.9%
Time Domain	2.69	3.65
Facilities and Resources Domain	3.55	4.15
Empowerment Domain	3.23	4.06
Leadership Domain	3.49	4.27
Professional Development Domain	3.50	4.10

Beliefs that Leadership Makes a Sustained Effort to Address Teacher Concerns

School leadership makes a sustained effort to address teacher concerns about:	Teachers Agreeing	Administrators Agreeing
The use of time in my school	47.4%	90.7%
Facilities and resources	40.8%	87.4%
Empowering teachers	60.0%	88.1%
Leadership issues	58.5%	86.8%
Professional development	47.3%	90.1%
New Teacher Support	60.5%	85.4%

School leadership makes a sustained effort to address:	Percentage Agreeing		
	Stayers	Movers	Leavers
The use of time in my school	51.9%	18.6%	32.3%
Facilities and Resources	44.6%	16.6%	29.2%
Empowerment	64.2%	32.7%	47.7%
Leadership	62.7%	30.2%	47.1%
Professional Development	51.9%	18.6%	32.3%
New Teacher Support	65.3%	25.2%	49.9%

Looking at General Trends in Each of the Working Conditions Areas

Teachers Need More Non-Instructional Time

Chart: AZ Survey Participants

Category	Value
None	5
Less than 3 Hours	42
3 - 5 Hours	39
5 - 10 Hours	12
More than 10 hours	2

Y-axis values: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45
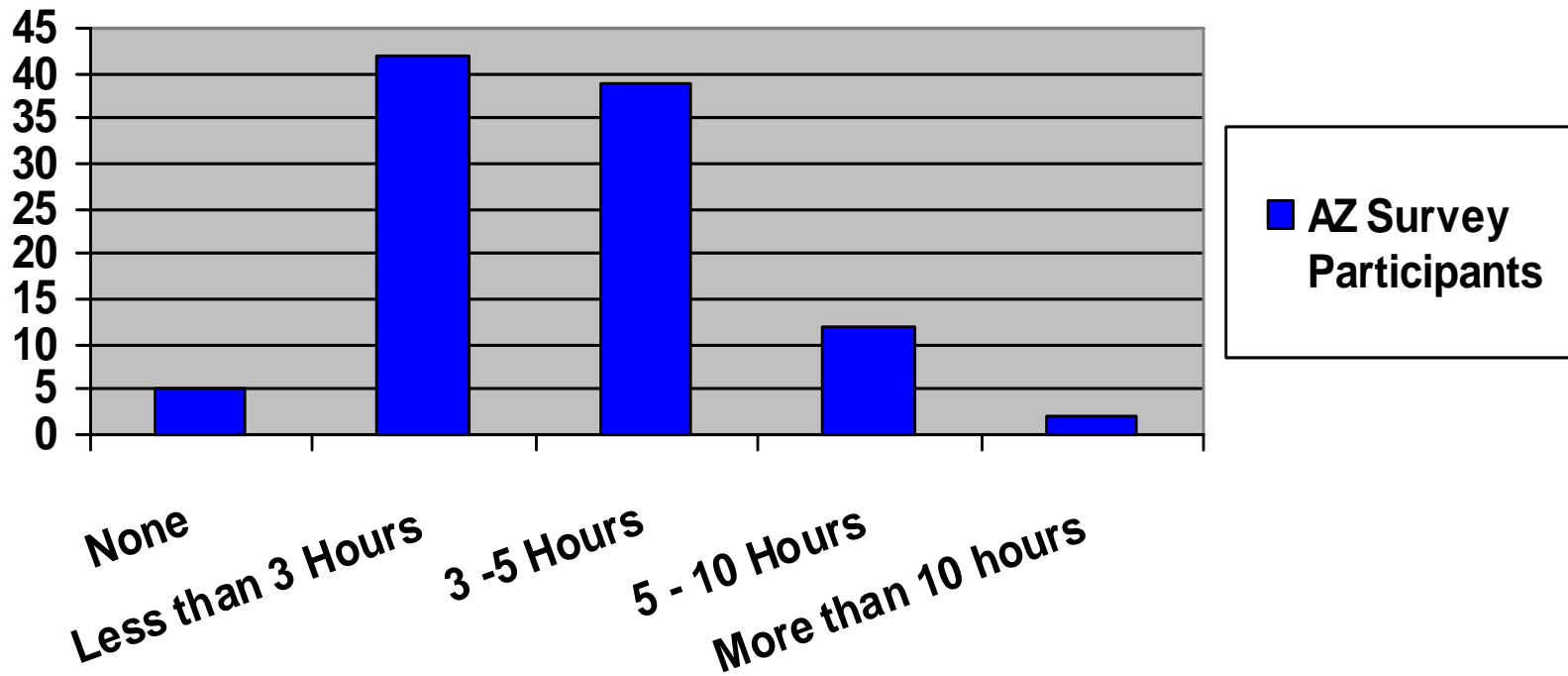
• Only 31 percent of educators believe that their non-instructional time is sufficient (3 percent strongly agree)

Teachers Spend Significant Time Outside the School Day

Activity	None	Less than 3 Hours	More than 3 but Less than 5 Hours	More than 5 but Less than 10 Hours	More than 10 Hours
School-related activities outside the regular school week	1%	9%	19%	32%	38%
Student remediation (tutor, etc.)	23%	44%	21%	8%	4%
Voluntary (coach, club sponsor)	38%	34%	13%	7%	8%
Other school related activities (grade, prep, etc)	1%	19%	27%	35%	19%

Perceptions of Facilities and Resources

| Facilities and Resources Areas	Percent Agreement
Teachers have sufficient access to instructional materials and resources	64%
Teachers have sufficient access to instructional technology	62%
Teachers have sufficient training/support to utilize instructional technology	50%
Teachers have sufficient access to communication technology	85%
Teachers have sufficient access to office equipment and supplies	65%
Teachers have sufficient access to a broad range of professional personnel	63%
Teachers and staff work in a school environment that is safe	83%

- Overall, 62 percent of educators agreed that school leadership was effective and only 10 percent strongly disagreed that leadership was effective;

- Almost 2/3 (62 percent) of teachers agreed that there is an atmosphere of trust and mutual respect within the school;

- 2/3 (67 percent) agreed that leadership effectively communicates policies;

- More than 4/5 (82 percent) believe teachers are held to high professional standards for delivering instruction;

- 3/4 (72 percent) of educators agreed that the faculty is committed to helping every student learn.

Teachers Play a More Significant Role on Decisions about Classrooms

Please indicate how large a role teachers have at your school in each of the following areas:	Responses from Arizona Educators Surveyed				
	No role at all	Small role	Moderate role	Large role	Primary role
Selecting instructional materials and resources	4%	21%	36%	31%	8%
Devising teaching techniques	2%	12%	27%	41%	18%
Setting grading and student assessment practices	6%	20%	28%	34%	13%
Determining the content of in-service professional development	21%	34%	29%	14%	1%
Establishing and implementing policies for student discipline	17%	30%	29%	21%	3%
Deciding how the school budget will be spent	48%	33%	15%	4%	0%
School improvement planning	17%	31%	30%	19%	3%
Site council planning/ decision making	20%	30%	33%	16%	2%
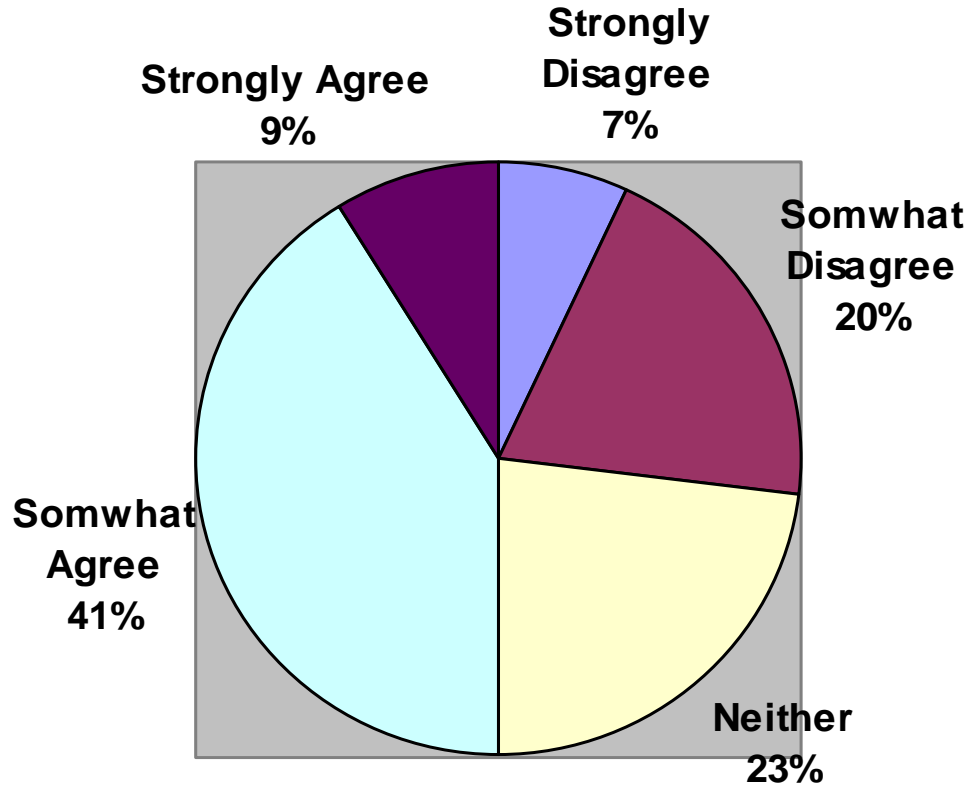
- Only 38 percent believe that teachers are centrally involved in decision making

- About 6 in 10 educators believe that they are trusted to make sound instructional decisions and are viewed as educational experts

- 2/3 of teachers agree that sufficient resources are available to allow teachers to take advantage of PD activities (66 percent) and that professional development provides teachers with the knowledge and skills most needed to teach effectively (65 percent)

- The vast majority of educators believe professional development is making a difference in their classrooms. 70 percent agree that professional development has provided strategies that have been incorporated into instructional delivery materials. And 65 percent agree that professional development has proved useful in efforts to improve student achievement

- The areas where less than half of AZ educators feel positive about professional development relate to time and data-driven offerings. Only 46 percent of educators agree that adequate time is provided for professional development. And 48 percent agree that PD offerings are data-driven

Professional Development Area	Need Additional Support (Teachers About Selves)	Need Additional Support (Administrators About Teachers)	10+ Hours Over Past 2 Years
Special Education – disabilities	52%	79%	21%
Special Education – gifted	27%	40%	5%
Limited English Proficiency	47%	69%	83%
Closing the Achievement Gap	44%	50%	14%
Your Content Area	16%	19%	48%
Methods of Teaching	18%	35%	48%
Student Assessment	20%	30%	35%
Classroom Management Techniques	20%	62%	26%
Reading Strategies	32%	47%	52%

My mentor was effective in providing support in the following areas	No help at all	Helped a little	Helped some	Helped a lot	Help was critical
Instructional strategies	8%	15%	27%	33%	17%
Curriculum and the subject content I teach	16%	19%	23%	26%	16%
Classroom management/ discipline strategies	12%	16%	25%	30%	17%
School and/or district procedures	9%	14%	28%	32%	16%
Completing products or documentation required	14%	13%	23%	33%	18%
Completing other school or district paperwork	15%	16%	23%	29%	17%
Social support and general encouragement	8%	10%	16%	36%	30%

Mentors and Mentees See Things Differently

Mentoring Activity	Mentees			Mentors		
	Never	Less than once per month to Several times per month	At least once per week	Never	Less than once per month to Several times per month	At least once per week
Planning during the school day	26%	50%	24%	10%	36%	55%
Mentor observing mentee	18%	73%	9%	13%	54%	33%
Mentee observing mentor	38%	56%	6%	17%	51%	32%
Planning instruction	30%	53%	17%	5%	44%	50%
Having discussions about teaching	5%	55%	39%	2%	34%	63%

Overall, my school is a good place to work and learn

And The Good News Is….

Legend:
- Strongly Disagree
- Disagree
- Neither Disagree Nor Agree
- Agree
- Strongly Agree
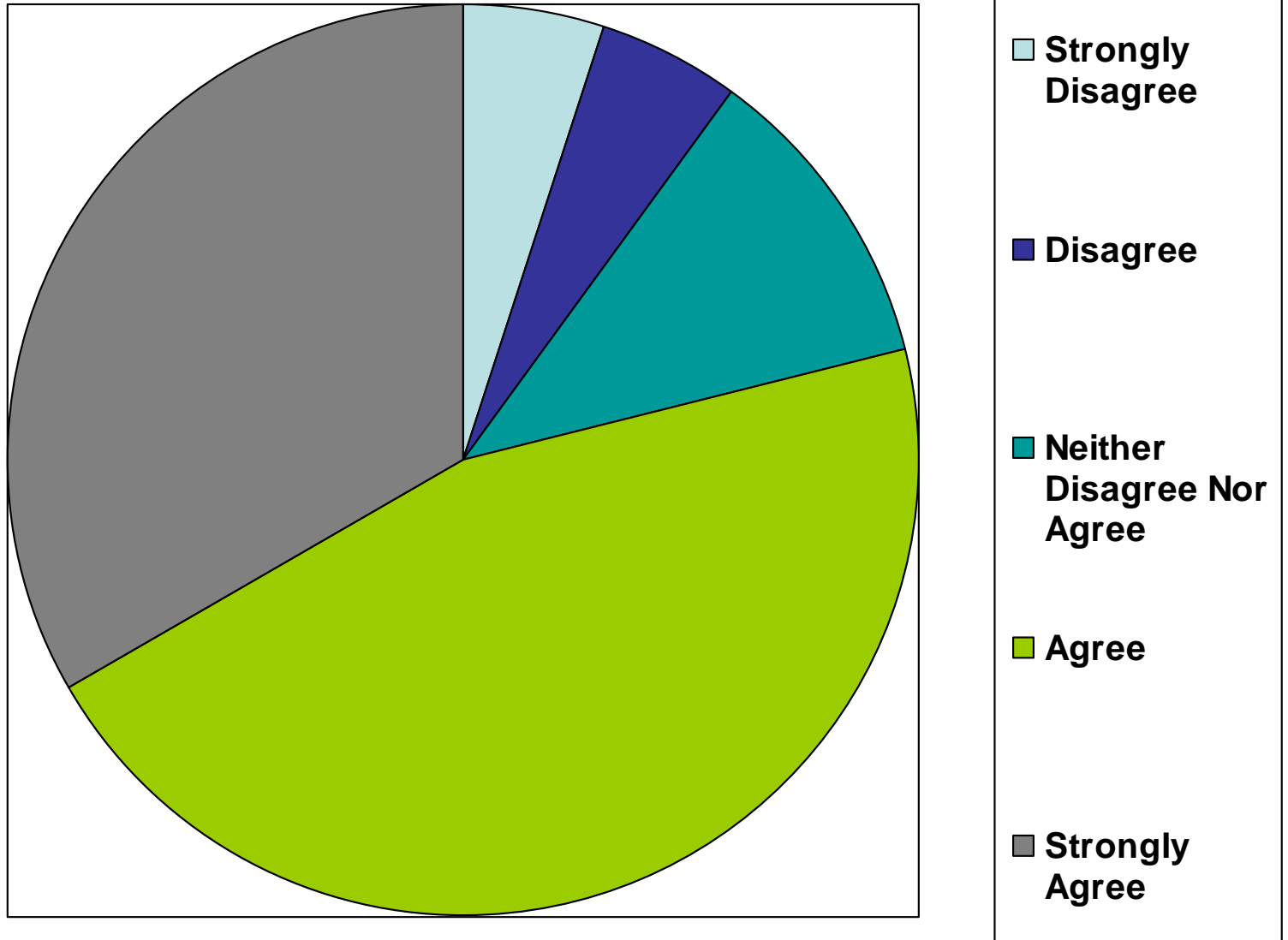
Accessing, Understanding, and Using Your Data Locally

Arizona

Teacher Working Conditions Survey

Home
Preview the Survey (.pdf)

FAQ

Technical FAQ

Response

Take the Survey!

Sponsoring Groups
Governor Janet Napolitano

Arizona Education Association

National Education Association

Arizona Teacher Excellence Plan (AzTEP)

Center for Teaching Quality

Participating Districts and Schools
Alhambra Elementary School District

Chinle Unified District

Creighton Elementary District

Flagstaff Unified District

Flowing Wells Unified District

Gilbert Unified District

Welcome to the Arizona Teacher Working Conditions Survey!

Business has long recognized and responded to the linkage between employee working conditions and productivity. Yet, while business industries have designed and invested in innovative tools and measures to focus on employee satisfaction, many schools struggle to identify and address critical working conditions that not only drive teacher satisfaction, but performance. Recent research shows that the design, leadership, and culture of schools have a direct influence on student learning and teacher retention.

It is with this in mind that Governor Napolitano is sponsoring this survey on teacher working conditions. **The Governor's Committee on Teacher Quality and Support** will look at the results from participating districts and schools to advise their deliberations and recommendations to the Governor. Further, data will be given at the school and district level for school improvement planning, faculty conversations and consideration of district and state policies and programs.

The Arizona Teacher Working Conditions Survey is about hearing from those who know best about what is happening in schools – educators themselves. The survey provides all educators with the opportunity to **privately** and **anonymously** provide input on critical issues such as time, facilities and resources, empowerment, leadership and professional development. Only the **Center for Teaching Quality** will have access to these surveys and will use demographic data for research purposes only. So, let your voice be heard!

The online survey will be available from
March 13 -31, 2006

If you have any questions about the teacher working conditions initiative or problems with survey (accessing the instrument, lost code, etc.) **click here** to see the technical FAQ or call a special

Arizona

Teacher Working Conditions Survey

Home

Preview the Survey (.pdf)

FAQ

Technical FAQ

Select A Report

Sponsoring Groups

Governor Janet Napolitano

Arizona Education Association

National Education Association

Arizona Teacher Excellence Plan (AzTEP)

Center for Teaching Quality

Participating Districts and Schools

Alhambra Elementary School District

Chinle Unified District

Creighton Elementary District

Flagstaff Unified District

Flowing Wells Unified District

Gilbert Unified District

Glendale Union High School District

Indian Oasis-Babequivari

Please select a report from the list below. Available reports have a >50% response rate and are blue in color.

District/Site Name	# teachers	# completed	% completed
State	**7474**	**5277**	**70.60**
Alhambra Elementary District	**860**	**645**	**75.00**
Alhambra Elementary District Office	8	5	62.50
Alhambra Traditional School	33	31	93.94
Andalucia Middle School	68	32	47.06
Andalucia Primary School	61	51	83.61
Barcelona Middle School	63	42	66.67
Carol G. Peck Elementary School	41	29	70.73
Catalina Ventura School	72	61	84.72
Cordova Middle School	47	33	70.21
Cordova Primary School	44	36	81.82
Granada East School	69	65	94.20
Granada Primary School	65	50	76.92
Montebello School	71	57	80.28
R E Simpson School	54	29	53.70
Sevilla Primary School	53	27	50.94
Sevilla West School	47	41	87.23
Westwood Primary School	64	56	87.50
Chinle Unified District	**304**	**168**	**55.26**
CANYON DE CHELLY ELEMENTARY SCHOOL	39	31	79.49
CHINLE ELEMENTARY SCHOOL	42	17	40.48
CHINLE HIGH SCHOOL	89	39	43.82
CHINLE JUNIOR HIGH SCHOOL	42	25	59.52
MANY FARMS ELEMENTARY SCHOOL	35	26	74.29
MESA VIEW ELEMENTARY	21	17	80.95
TSAILE ELEMENTARY SCHOOL	34	11	32.35
TURQUOISE DAWN ALTERNATIVE	2	2	100.00
Creighton Elementary District	**514**	**473**	**92.02**
Creighton Elementary School	66	64	96.97
Excelencia Elementary School	55	51	92.73
Gateway School	58	54	93.10
Larry C. Kennedy School	45	48	100.00
Lorna Linda Elementary	66	58	87.88
Monte Vista Elementary	60	56	93.33
Papago Elementary School	62	53	85.48
Squaw Peak Elementary School	50	44	88.00
William T. Machan Elementary	52	45	86.54
Flagstaff Unified District	**867**	**255**	**29.41**
Christensen	33	20	60.61

Arizona
Teacher Working Conditions Survey

Report

All
Time
Facilities and Resources
Empowerment
Leadership
Professional Development
Overall Conditions
Mentee
Mentor
Download/Print to PDF

State: Arizona (70.60 % responded)
District: Alhambra Elementary District (75.00 % responded)
School: Granada East School (94.20 % responded)
Section: All

Domain Report

Domain Area		Average**	
Time	school:	2.28	
	district:	2.51	
	state:	2.71	
Facilities and Resources	school:	3.38	
	district:	3.80	
	state:	3.57	
Empowerment	school:	3.02	
	district:	3.41	
	state:	3.27	
Leadership	school:	3.04	
	district:	3.55	
	state:	3.47	
Professional Development	school:	3.50	
	district:	3.74	
	state:	3.52	

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average

Detailed Report

Time

Please indicate your level of agreement with the following statements.
a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

Strongly Disagree	school:	28%	
	district:	37%	
	state:	21%	

Technical FAQ

Select Report

Report

| All |
| Time |
| Facilities and Resources |
| Empowerment |
| Leadership |
| Professional Development |
| Overall Conditions |
| Mentee |
| Mentor |
| Download/Print to PDF |

Domain Report

Domain Area		Average**	
Time	school:	2.17	
	district:	2.71	
	state:	2.71	
Facilities and Resources	school:	3.86	
	district:	3.58	
	state:	3.57	
Empowerment	school:	3.41	
	district:	3.31	
	state:	3.27	
Leadership	school:	3.82	
	district:	3.61	
	state:	3.47	
Professional Development	school:	3.64	
	district:	3.44	
	state:	3.52	

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average
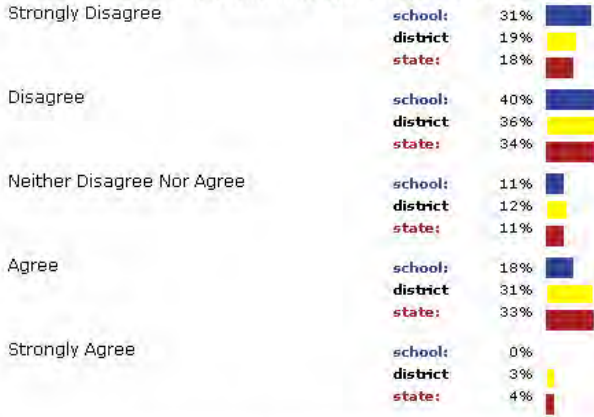
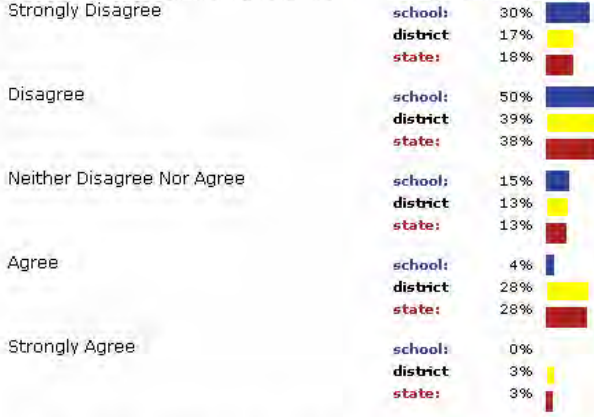## Detailed Report

Time

Please indicate your level of agreement with the following statements.

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.

Strongly Disagree	school:	35%	
	district	18%	
	state:	21%	
Disagree	school:	59%	
	district	40%	
	state:	38%	
Neither Disagree Nor Agree	school:	2%	
	district	8%	
	state:	8%	
Agree	school:	4%	
	district	30%	
	state:	29%	

b. Teachers have time available to collaborate with their colleagues.

Strongly Disagree
school:	31%
district	19%
state:	18%

Disagree
school:	40%
district	36%
state:	34%

Neither Disagree Nor Agree
school:	11%
district	12%
state:	11%

Agree
school:	18%
district	31%
state:	33%

Strongly Agree
school:	0%
district	3%
state:	4%

c. The non-instructional time provided for teachers in my school is sufficient.

Strongly Disagree
school:	30%
district	17%
state:	18%

Disagree
school:	50%
district	39%
state:	38%

Neither Disagree Nor Agree
school:	15%
district	13%
state:	13%

Agree
school:	4%
district	28%
state:	28%

Strongly Agree
school:	0%
district	3%
state:	3%

d. Teachers are protected from duties that interfere with their essential role of educating students.

Strongly Disagree
school:	20%
district	15%
state:	15%

Disagree
school:	52%
district	32%
state:	31%

Neither Disagree Nor Agree

Leadership

Please indicate your level of agreement with the following statements.

a. There is an atmosphere of trust and mutual respect within the school.
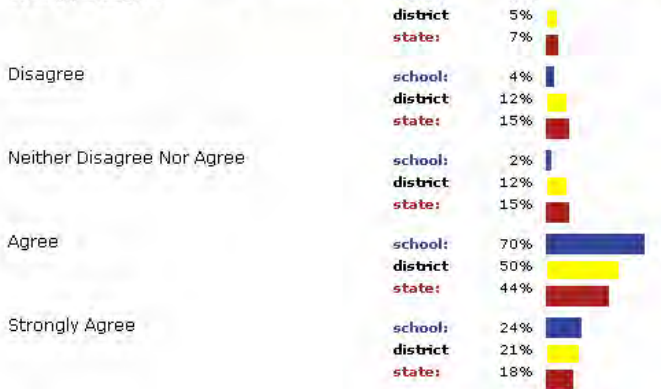
Strongly Disagree
- school: 0%
- district: 5%
- state: 7%

Disagree
- school: 4%
- district: 12%
- state: 15%

Neither Disagree Nor Agree
- school: 2%
- district: 12%
- state: 15%

Agree
- school: 70%
- district: 50%
- state: 44%

Strongly Agree
- school: 24%
- district: 21%
- state: 18%

b. Teachers feel comfortable raising issues and concerns that are important to them.

Strongly Disagree
- school: 7%
- district: 6%
- state: 10%

Disagree
- school: 20%
- district: 17%
- state: 19%

Neither Disagree Nor Agree
- school: 15%
- district: 15%
- state: 16%

Agree
- school: 39%
- district: 45%
- state: 41%

Strongly Agree
- school: 20%
- district: 17%
- state: 15%
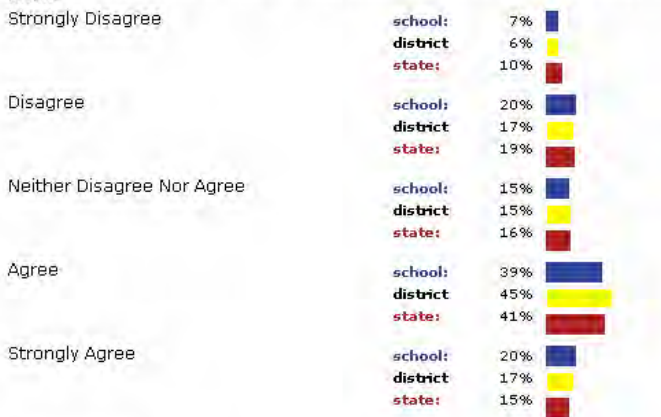
c. The school leadership communicates clear expectations to students and parents.

Strongly Disagree
- school: 0%
- district: 3%
- state: 6%

Disagree
- school: 4%
- district: 11%
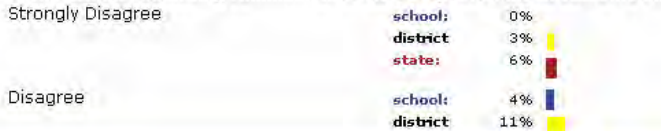
- The data is best used as a discussion starter for constituents in a school. The actual meaning for the results, cause and effect relationships will emerge out of collaboration of teachers, administrators, other school personnel, parents, community members and students

- Looking at data for comparable schools may provide a source of ideas and strategies. The data is not appropriate for comparisons and rankings

- TWC provides a single, data snapshot. Results will change and other data should be brought to the table for making decisions

- The data should become part of the foundation for action

Look first at the domain averages at the front of the report as it provides a snapshot of the school/district in all areas surveyed using the most sound questions

1. Are there any domains, or focus areas, in which your school's scores are significantly different than the district or state?

   – Make sure the difference is both significant and meaningful. Differences in the domain average should be large enough to merit discussion.
   – Look for both positives and negatives. Positives should be acknowledged in their own right and could be illuminating when thinking through how to address other areas of greater concerns
   – Consider other comparisons. Are there comps in the district or others participating

2. Are any of the domain averages lower than a 3.00?

•Are those dissatisfaction areas unique to your school or is this an area of concern for all schools within the district?

•Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root cause that may be driving dissatisfaction across multiple areas?

•Is there strong dissatisfaction (2.00 or lower) or are teachers responding neutrally (between 2.50 and 3.00)? If strong dissatisfaction exists, exploring some immediate short term strategies and long term solutions may be necessary.

3. How are specific domains related to school and district goals for improving teacher retention and student learning?

- Which aspect of your work environment most affects your willingness to keep teaching at your school?

- Which aspect of working conditions is most important to you in promoting student learning?

What is the capacity of your community to solve problems in these identified areas?

What other data sources can help make decisions about priority areas for improving teacher working conditions?

What issues are you already working on to improve retention and achievement? Any strategy to improve working conditions must support and align with ongoing school improvement efforts.

Existing Resources for Further Research, Discussion and Examples

Teacher Working Conditions Toolkit
Teacher working conditions are student learning conditions

| data analysis | time | leadership | empowerment | prof development | facilities & resources |
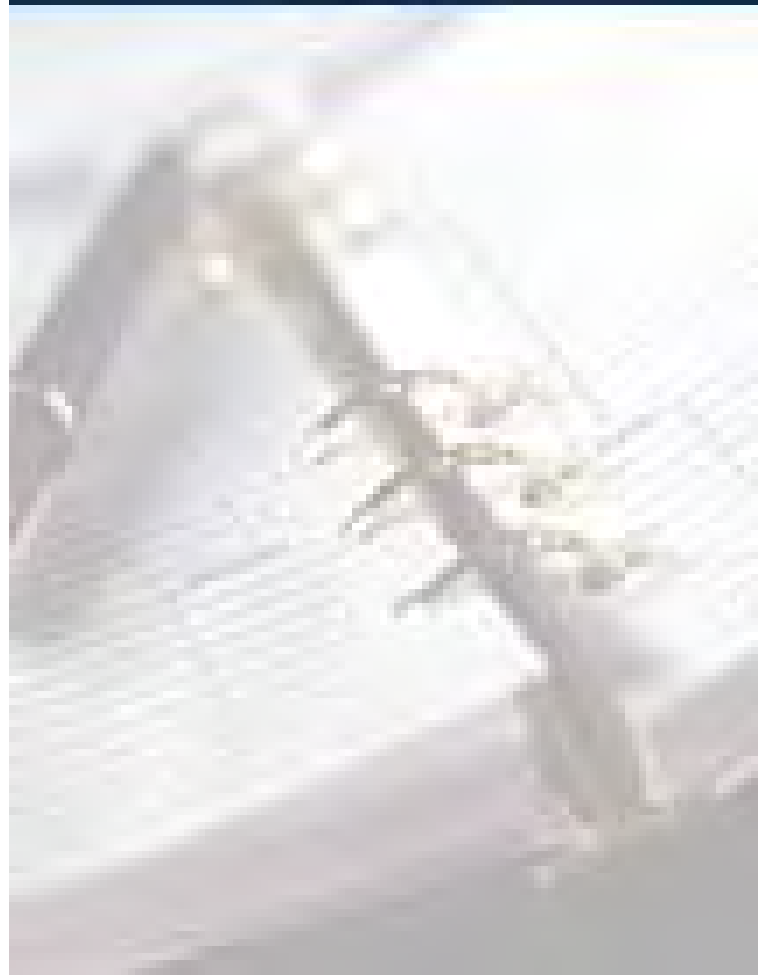
Data and Recommendations Matrix

Moving from Identifying Issues to Potential Reforms
By completing the previous sections of data analysis, you should have:

- identified a broad working conditions area that is of the greatest concern to your school;
- analyzed individual question responses from your school to narrow the scope of the issue and identify a potential area of need to consider for implementing reform strategies; and
- considered some of the working conditions realities faced by teachers in your school that may be at the heart of the areas of concern.

We hope that the research-based recommendations to improve working conditions profiled in the toolkit will help you address the issues unique to your school. To help you identify strategies, the toolkit includes examples of schools that have successfully addressed this issue with the "seeing it work" resources, concrete strategies, checklists, etc. in the "action tools" and research and background information in the "knowledge" resources.

Recommendations that correspond with both individual questions and each domain can be found in the table below:

Domain: Leadership
*Questions are in the order of their factor loadings (ability to explain the general working condition domain) derived from a factor analysis on the survey responses. Questions with a loading over .3 were included in the average.

Key - (Leadership = L) (Time =T) (Empowerment = E) (Facilities & Resources = F&R) (Professional Development = PD)

#	Question	Recommendations to Consider for Reform Strategies
39	Overall, my principal is an effective leader.	L1; L2; L3; L4; E1; E2; E3; T1; T2; PD3; PD5
29	My principal consistently supports me when I need it.	L2; L4; E1; E2; E3; T2; T4
26	The principal communicates his or her expectations to students, parents, faculty	L2

Teacher Working Conditions Toolkit

Teacher working conditions are student learning conditions
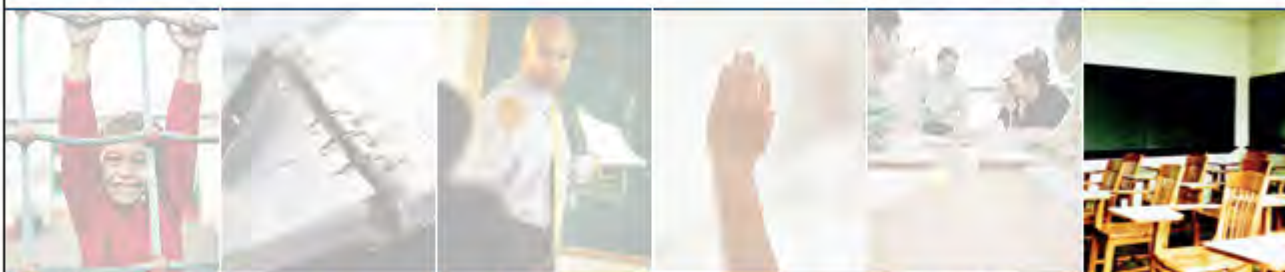
| data analysis | time | leadership | empowerment | prof development | facilities & resources |

teachers

Improving Teacher Working Conditions

For virtually any business or organization, the conditions in which employees work drive their satis[...] productivity. Yet while businesses often focus on employee satisfaction, many schools often stru[...] address critical working conditions -- isolating teachers in classrooms with closed doors, denying [...] materials to do their jobs, inundating them with non-essential duties, providing them with little input [...] design and organization of schools, and offering little opportunity for career advancement and pro[...] growth. Such conditions are closely related to teacher turnover and difficulties in recruiting and re[...] teachers.

JOIN THE VIRTUAL LEARNING COMMUNITY!
To supplement the resources in the teacher working conditions toolkit, The Center for Teaching Quality (CTQ) and BellSouth have created **a virtual learning community where participants can actively learn from and contribute to others' understanding of working conditions**. The virtual community includes group discussion rooms for all states where working conditions initiatives are currently being conducted (North Carolina, Colorado, Kansas, Arizona, Ohio, Virginia, Mississippi and Nevada).

By becoming a member of this community, *which entails no cost or commitment,* **users will have access to:**

- **online conversations** with educators from schools that data indicate have positive working conditions and high student achievement;
- **interactive materials** such as PowerPoint presentations, archived conversations and other guides and materials that can help communities analyze data as well as consider and implement working conditions reforms;
- **online polling and surveys** through the website to better gauge the utility of the resources; and
- **regular newsletters and updates** on activity related to working condition issues.

How to Get Involved: The teacher working conditions community is located in CTQ's building on Tapped-In, a

Teacher Working Conditions Toolkit
Teacher working conditions are student learning conditions

data analysis	time	leadership	empowerment	prof development	facilities & resources

Time

Before considering the recommendations below, we recommend that toolkit users first read the introduction explaining why time matters for improving teacher working conditions and student learning conditions.

Recommendation One:
Structure the school day to allow sufficient time for direct planning, productive collaboration with colleagues, and overlapping time for mentors and mentees, all embedded within the school day. – Resources and strategies for districts

Recommendation Two:
To the greatest extent possible, protect teachers from non-essential duties that interfere with teaching by creating a system that allows community members, administrators, or other qualified adults to assume some of the extra-curricular duties traditionally performed by teachers. – Resources and strategies for districts

Recommendation Three:
Structure the school/district calendar to allow for meaningful professional development activities embedded throughout the school year. – Resources and strategies for districts

Recommendation Four:
Create school processes and infrastructure that are responsive to teacher concerns about time and other impediments that limit available time to meet the educational needs of all students (class size and student loads). – Resources and strategies for districts
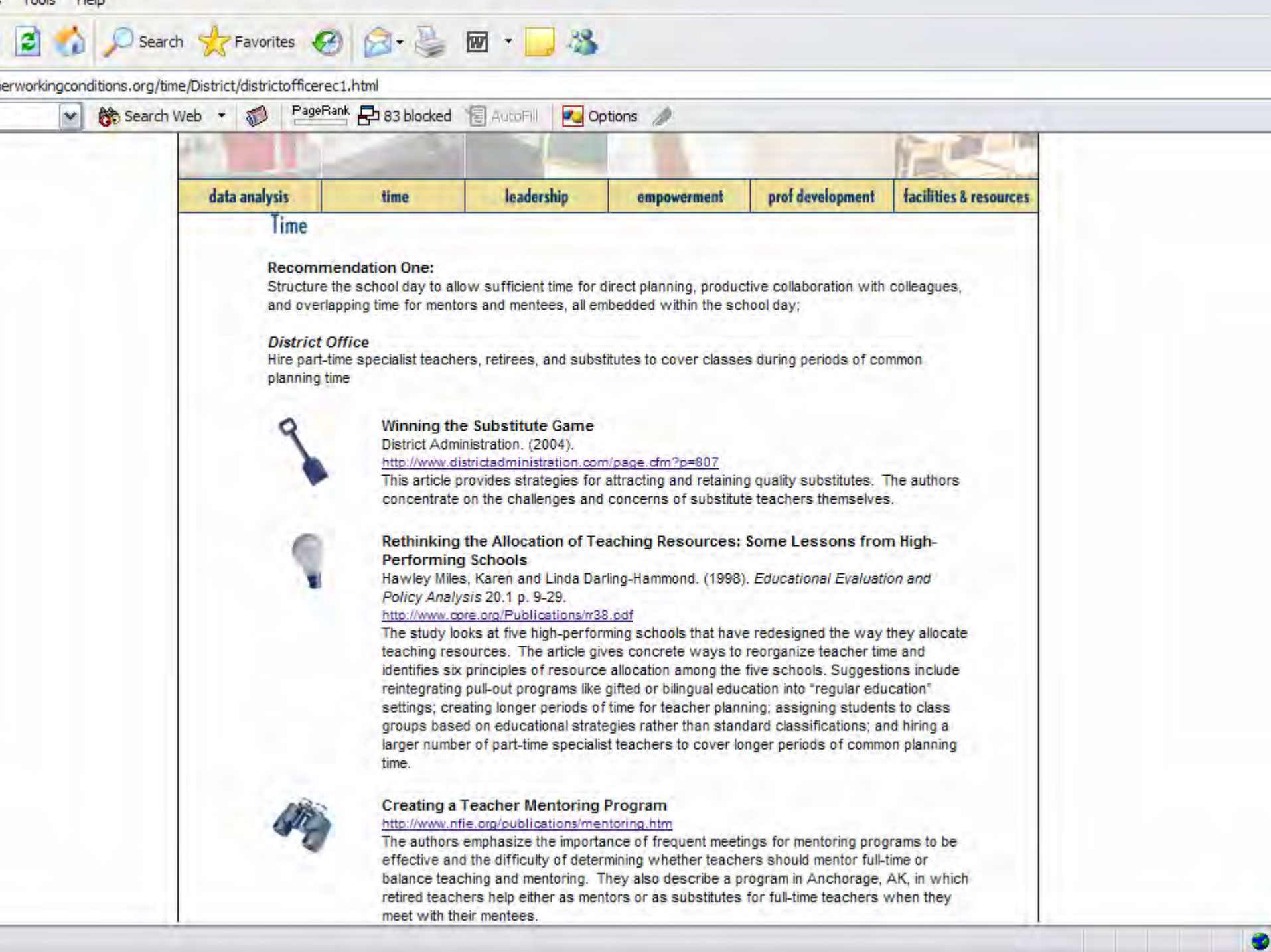
| data analysis | time | leadership | empowerment | prof development | facilities & resources |

Time

Recommendation One:
Structure the school day to allow sufficient time for direct planning, productive collaboration with colleagues, and overlapping time for mentors and mentees, all embedded within the school day;

District Office
Hire part-time specialist teachers, retirees, and substitutes to cover classes during periods of common planning time

Winning the Substitute Game
District Administration. (2004).
http://www.districtadministration.com/page.cfm?p=807
This article provides strategies for attracting and retaining quality substitutes. The authors concentrate on the challenges and concerns of substitute teachers themselves.

Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools
Hawley Miles, Karen and Linda Darling-Hammond. (1998). *Educational Evaluation and Policy Analysis* 20.1 p. 9-29.
http://www.cpre.org/Publications/rr38.pdf
The study looks at five high-performing schools that have redesigned the way they allocate teaching resources. The article gives concrete ways to reorganize teacher time and identifies six principles of resource allocation among the five schools. Suggestions include reintegrating pull-out programs like gifted or bilingual education into "regular education" settings; creating longer periods of time for teacher planning; assigning students to class groups based on educational strategies rather than standard classifications; and hiring a larger number of part-time specialist teachers to cover longer periods of common planning time.

Creating a Teacher Mentoring Program
http://www.nfie.org/publications/mentoring.htm
The authors emphasize the importance of frequent meetings for mentoring programs to be effective and the difficulty of determining whether teachers should mentor full-time or balance teaching and mentoring. They also describe a program in Anchorage, AK, in which retired teachers help either as mentors or as substitutes for full-time teachers when they meet with their mentees.

Search | Favorites | Media

Search | PageRank | 170 blocked | Check | AutoLink | AutoFill | Options

Me | CTQ | Tapped In | Help | Search

ception | CTQ Reception

CTQ Reception : Welcome

Display all of this room's resources (notes, files, and links) as a 📄 text file in a new window.

Welcome

Welcome to the **Virtual Learning Community** for The Center for Teaching Quality (CTQ). A project supported by our partners at the BellSouth Foundation and BellSouth North Carolina.

The **featured passageways** (scroll down) will help you navigate to all the floors in our virtual building.

Moving Day
Make yourself comfortable and take a look around. We are in the process of moving in so our rooms aren't quite ready for public display. But this is the soon to be announcement area for all the activity that will take place in our virtual building. You're bound to bump into someone you know. And check back soon to see all the exciting activities and discussions we will be offering.

To Join a Group
To request to join a group click on the CTQ tab. Then click the Groups tab. Then click on the Group name. You will see the place to make your request. Moderators will then approve your request and add you to the group.

Questions
If you have any questions about this environment do not hesitate to contact our Tapped In community organizer - Sheryl Nussbaum-Beach at snbeach@cox.net

If you would like to know more about CTQ please email contactus@teachingquality.org

BellSouth Foundation's Generous Support...

@ BELLSOUTH®
Quality In The Classroom
>> Teaching Initiative

Through the generous support of the BellSouth Foundation North Carolina, CTQ has had the opportunity to staff the No Teacher Working Conditions Advisory Board (appointed by t present findings from data analysis across the state, region nation;create the teacher working conditions toolkit; and im understanding of working conditions through this interactive environment.

Our Vision

CENTER FOR TEACHING QUALITY
where teachers are central to improving schools

The Center for Teaching Quality improves st through developing teacher leadership, cond research and engaging various communities

To accomplish this mission, the Center for T strives to shape policies that ensure:

● **Students**, no matter what their background or where they go to school, are rea
● **Teachers** who are caring, qualified, and competent with vast content knowledg through quality preparation and ongoing development and support, to ensure tha can learn; in
● **Classrooms** that have adequate resources and provide environments conduciv

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Here | **Online**

You are in EricHi_Ofc, TappedIn campus | Actions...

AngieFD	TI_3_Lby
ChasmilGst1	ASO
DebraAW	TI_Reception
EricHi	EricHi_Ofc
JamesBR	DocSueCoP_Of
JeffC	TI_Reception
JeffE	DocSueCoP_Of

Welcome to Tapped In!
HelpDesk staff are usually online between 8 am and 8 pm PST in the Tapped In Reception, and are happy to help you. If someone bothers you, type /ignore <username> to not hear them, and tell the HelpDesk.
EricHi entered the room.

Welcome Nevada Educators!

Nevada is the first state to conduct a 2006 working conditions survey. Educators will participate in the survey from January 13 - February 9. Details regarding the survey and the broader initiative in Nevada can be found on the featured link section below. We welcome all Nevada educators to our virtual community and hope it contributes to your efforts to improve working conditions.

Where Are Initiatives Being Conducted?

Working Conditions initiatives are being conducted in several states. (North Carolina, Colorado, Kansas, Arizona, Ohio, Virginia, Mississippi and Nevada) Each state has a group room to support the work taking place.

To Join a Group

Any CTQ member may request to join a group. To request to join simply click on the CTQ tab. Then click the Groups tab. Then click on the Group name. You will see the place to make your request. Moderators will then approve your request and add you to the group.

This is the lobby for the CTQ Working Conditions Groups Floor, the 3rd floor of the CTQ Building. You can browse a list of all the rooms on this floor.

Featured Items

Take a look at these:

Links
- Education Week Article on TWC
- NC Policy Briefs
- Nevada- Working Conditions Initiative Nevada begins their working conditions initiative on January 13, to read more about the work ongoing in Nevada, click here
- The Teacher Working Conditions Toolkit CTQ developed The Teacher Working Conditions Toolkit to help communities and schools better understand and respond to the data from the 2004 Teacher

What Can You Do Here?

- **Participate in online conversations** with educators and principals from schools that data in positive working conditions and high student achievement. These conversations could be with your own state or globally with any of the states involved in the Working Conditions initiative.
- **Take a poll or survey** to help us better gage our resources.
- **Register for newsletters** and to receive other information related to working conditions and quality, listservs, etc.
- **Share and post** materials such as PowerPoint presentations, archived conversations and oth materials that can help communities analyze data as well as consider and implement working reform.

What We are Doing...

The Center for Teaching Quality (CTQ) is currently working with states and school districts acro assess teacher working conditions. These reform efforts are allowing individual districts and so understand and improve the conditions under which teachers work and ultimately decrease te and increase student achievement.

To study teacher working conditions, CTQ surveys those whose opinion matters most on these teachers themselves. Teachers are asked questions about time, facilities and resources, emp leadership and professional development -- all shown to have an impact on whether teachers and, most importantly, whether students learn.

A statistical analysis is conducted using these survey results, along with other data sources (s achievement as indicated by AYP and state school improvement measures, school size, teach percent minority students, and percent of students on free and reduced lunch). This analysis researchers to make connections between working conditions, student achievement and teach to provide customized reports to schools and districts about the status of working conditions i schools.

CTQ developed The Teacher Working Conditions Toolkit to help communities and schools bet and respond to the data from the 2004 Teacher Working Conditions Survey. The Toolkit helps effective strategies for achieving school reform. Its many resources include examples of scho addressed teacher working conditions successfully, checklists and concrete ideas to provide a activity on working condition reforms, and background research to give users some theoretica identifying school reform strategies. The tool is organized for the needs of various role group community members, teachers, principals, district officials and policymakers

Here	Online

You are in CTQ3_Lby, TappedIn campus

Actions...

EricHi entered the room.

AbirA	DocSueCoP_Ofi
AllisonP	DocSueCoP_Of
AmyBer	DocSueCoP_Ofi
ChasmilGst1	ASO
DebraAW	MathEdTech_Gr
EricHi	CTQ3_Lby
JacquelyIM	RSP_IP_IM

lina : Welcome

of this room's resources (notes, files, and links) as a 📄 text file in a new window.

Welcome to the North Carolina Teacher Working Conditions Room	How it all began...

e to the North Carolina Working Conditions group. The 2006 North Carolina Working
ns survey is the third iteration of the effort - following efforts in 2002 and 2004. North
has been at the forefront of this effort, as the first state to undertake such an effort. The
s benefited from the leadership and support of Governor Mike Easley, the North Carolina
nal Teaching Standards Commission, the North Carolina Association of Educators, BellSouth
Center for Teaching Quality. The learning from previous TWC initiatives have been
us and are detaild on some of the links and files below.

ual group will provide educators and other stakeholders committed to improving working
s with a chance to build and expound on learnings from the survey in an interactive
ent.

croll down the page for newly featured links, discussions and posts related to the ongoing
conditions effort in North Carolina.

Q members can see and join this group.

e group room for 🟢 North Carolina (CTQ : 📧 CTQAdmin)

**"For every student in North Carolina, a knowledgeable, skill
teacher... a star in every classroom"**

For virtually any business or organization, the conditions in
their satisfaction and productivity. Yet while businesses ofte
satisfaction, many schools often struggle to address critical
isolating teachers in classrooms with closed doors, denying them basic ma
inundating them with non-essential duties, providing them with little input
organization of schools, and offering little opportunity for career advancem
growth. Such conditions are closely related to teacher turnover and difficul
retaining teachers.

Under the leadership of Governor Mike Easley, North Carolina became the
study teacher working conditions by surveying those whose opinions matte
teachers themselves. First in 2002, and again in 2004, teachers were aske
facilities and resources, empowerment, leadership and professional devel
an impact on whether teachers stay and students learn.

Governor Easley's Teacher Working Conditions Initiative provides North Ca
with a unique opportunity to make data driven decisions about improving
and thereby student achievement, through the creation and support of a s
teaching force in every classroom across the state. By surveying teachers
data has been gathered to provide customized reports to schools and dist
working conditions in their respective schools. These data are essential as
different places and have distinct priorities for improving working condition

Featured Items

ook at these:

06 North Carolina TWC Survey
Brief
Full Report

bout.pdf
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uction posted by 🟢 Sheryl Nussbaum-Beach 📧
all survey respondents posted by 📧 CTQAdmin

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EricHi

EricHi entered the room.

Final Issues and Thoughts

- How will you share/publicize the availability of data throughout your district and when?

- What support can be offered to help better understand results at the building and district level?

- How can this data be used constructively and what safeguards can be put in place to ensure it is used properly?

- What is the timing of data submission from the district for further research and analyses

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Attachment 8: SAHE

On January 8, 2002 President George W. Bush signed into law the reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA), the *No Child Left Behind Act of 2001*, P.L. 107-110 (NCLB). The Improving Teacher Quality (ITQ) Grant Programs (Title II) are a major component of the NCLB legislation. These programs encourage scientifically based professional development as a means for improving student academic performance. As schools are responsible for improving student learning, it is essential to have highly qualified teachers leading the way.

Under Part A of Title II, funds are made available for state agencies for higher education (SAHEs) to support partnerships intended to increase the academic achievement of students in core subjects by enhancing the content knowledge and teaching skills of classroom teachers. The state agency for higher education, the Arizona Board of Regents (ABOR), working in conjunction with the state educational agency, the Arizona Department of Education (ADE), is authorized to use the funds to make subgrants, on a competitive basis to eligible partnerships.

Funds to eligible partnerships are awarded under the guidelines described in the approved Request for Proposal (RFP). Partnerships between an institution of higher education with teacher education, a college of arts and sciences, and high need school districts are at the foundation of these efforts. The focus of the funded projects are on the core subjects defined as arts, music, civics and government, economics, English, foreign languages, geography, history, mathematics, reading or language arts, and science. The partnerships are to use the funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction.

Descriptions of the six accepted proposals are as follows:

ITQ Grant Application Data

Grant. #1
Project Title: **Coconino Content Literacy Coaching Program**
Proposed Project Length: 1 year

Content Area: Language Arts/English
                                Mathematics
                                Technology for Educators
                                Science
                                Social Studies

Total Amount Requested: $127,086

Participating LEA's, Coconino County Superintendent of Schools on behalf of:
o   Fredonia Elementary School
o   Christensen Elementary
o   Killip Elementary
o   Leupp Elementary
o   Thomas Elementary
o   Tuba City Intermediate School

- o Mount Elden Middle School
- o MESA Charter School
- o Tuba City Middle School
- o Coconino High School
- o Fredonia High School

Summary:
This project targets nine high need schools in Coconino County to provide graduate level university course work to school-based teams of teachers and on-site training and coaching in implementing upper grade content reading strategies. Forty participating teachers will earn six graduate hours toward a reading endorsement, becoming more highly qualified to meet the academic literacy needs of their students. Course work will be offered on-site through a coach/mentor, who will be supported by a master teacher program facilitator and the principal investigator from the Northern Arizona Writing Project through site visits, co-teaching and quarterly seminars for mentors. Coaches will also provide three school-wide workshops, demonstrating content literacy strategies for all staff and highlighting the program at each school. A spring content literacy symposium, a web-page of best practices lessons, and videos of participant classroom activities will provide accountability and sustainability, assisting in project dissemination. The Northern Arizona Writing Project, the College of Arts and Letters, and the College of Education at Northern Arizona University along with the Coconino County Superintendent of Schools Education Service Agency on behalf of a consortium of high need schools have partnered to develop this proposal.

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Grant #2
Project Title: **Improving the Quality of Arizona Teachers of Physics, Chemistry, Physical Science and Mathematics**
Proposed Project Length: 2 years

Content Area: Mathematics
                Technology for Educators
                Science

Total Amount Requested: $400,000 ($200,000 per year)

Participating LEA's:
- o Phoenix Union High School District (the principal high-need LEA)
- o Some of the feeder elementary districts
- o Many urban, rural, and suburban schools in Arizona

Summary:
Seventy-five Arizona high school teachers of physics and chemistry and urban Phoenix eighth and ninth grade teachers of science and mathematics will participate each summer for two years in one of several three-week summer modeling workshops and other content courses in the physical sciences with mathematical modeling, and three full-day follow-up sessions each year. Teachers will improve their pedagogy by incorporating the modeling cycle, Inquiry methods, critical and creative thinking, cooperative learning, and

sound use of classroom technology. They will acquire a deep understanding of Arizona standards-based content. Modeling workshops include thematic strands in scientific modeling, structure of matter, energy and use of computers as scientific tools, as well as discipline-specific content in the physical sciences. Mathematics instruction is coupled to these strands through an emphasis on mathematical modeling. Increased content knowledge and better instructional strategies of teachers will result in measured improved learning of students. Horizontal and vertical coordination of science and mathematics will be enhanced, out-of-field teachers will become more highly qualified, high-need LEAs will be served, and high school teachers will improve content understanding needed to teach rigorous advanced physics and chemistry courses.

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GRANT #3
Project Title: **ECISST: <u>Early Career Induction Support for Science Teachers</u>**
Proposed Project Length: 3 years

Content Area: Science

Total Amount Requested: 199,102

Participating LEA's:
o   Tucson Unified School District (Tucson)
o   Sunnyside Unified School District (Tucson)
o   Santa Cruz County Schools (Southern Arizona)

Summary:
ECISST is a professional development program designed to improve the quality of science teaching and decrease new teacher attrition by creating a supportive and vibrant community of practice. Constructed upon a foundation of research in teacher education, this community bridges the gap between preservice teacher preparation and the crucial first three years of a science teacher's career by connecting master science teachers and early career teachers under the guidance of University faculty. There are two distinctive features of the ECISST Program. The first is to provide monthly workshops for teacher-participants that focus on developing realistic, short-term solutions to teachers' concerns as well as enhancing teacher-participants' pedagogical and planning skills. This component also includes a summer workshop on short-and long-term planning for early career teachers and a workshop on effective mentoring for master teachers. The second component is a "teaching-exchange program" where the project manager, who is a master teacher, visits the classrooms of early career teachers and provides constructive feedback, and early career teachers visit the classrooms of master teachers. The program is designed for early career middle and high school science teachers in our partner high-needs schools in the southern Arizona region.

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Grant #4
Project Title: **Biotechnology for Teachers: A Link Between Content and Real-World Application**
Proposed Project Length: 3 years

Content Area: Technology for Educators
                    Science

Total Amount Requested: Year 1: 122,264
                             Year 2: 147,668
                             Year 3: 150,900

Participating LEA's:
o   Tuba City Unified District
o   Chino Valley Unified District
o   Mesa Unified District

Summary:
Biosciences and technology are a growing priority statewide. Leaders worry that the next
generation is unprepared for the emerging bioscience economy while teachers express concern
that high school students lack the knowledge to pass upcoming statewide tests. Professional
growth opportunities for high school science teachers in science and technology are key elements
to address these concerns. The colleges of Education and Engineering and Natural Science at
Northern Arizona, the Translational Genomics Research Institute (GEN), and several High Need
LEAs propose a strong collaboration: Biotechnology for Teachers: A Link Between Content and
real-World Application, to provide such opportunities through a three-year sequence of
coursework in biology, biotechnology and science education. The 24 credit coursework includes:
distance-learning courses, hands-on laboratories, and pedagogy meetings. Throughout, teachers
will update relevant content knowledge, extend knowledge to laboratory applications, and create
differentiated standards-based life science lessons to implement in their classrooms. Professional
biotechnology experts will discuss current research, career opportunities for students, and
essential skills for student achievement. To promote sustainable school programs, partners will
mentor teachers as they design biotechnology laboratories and seek essential equipment.
Through this program, teachers will be prepared to help students achieve in the biosciences and
pursue careers in the bioscience industry.

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Grant #5
Project Title: **Science Content Support for Teachers: The Master of Arts in Science
                  Teaching Program at Northern Arizona University**
Proposed Project Length: 1 year (Year 3 of a 3 year project)

Content Area: Science

Total Amount Requested: 200,000

Participating LEAs:
o   McNary Elementary District
o   Colorado City Unified District
o   Sunnyside Unified District
o   Ganado Unified District
o   Cartwright Elementary District
o   Phoenix Union HS District
o   Yuma Union High School District
o   Tucson Unified District
o   Cottonwood-Oak Creek Elementary District
o   Lake Havasu Unified District
o   Humboldt Unified District
o   Clarkdale-Jerome Elementary District

- St. John Unified District
- Beaver Creek Elementary District
- Flagstaff Unified School District
- Queen Creek Unified District
- Wickenburg Unified District
- Mesa Unified District
- Tolleson Union High School District
- Litchfield Elementary District
- Paradise Valley Unified
- Deer Valley Unified District
- Kyrene Elementary District

Summary:
Arizona has one of the lowest US percentages of science teachers who meet the Highly Qualified (HQ) criteria defined by NCLB. This proposal requests year 3 funding for a 3 year project where NAU designed and institutionalized a Master of Arts in Science Teaching degree, thereby establishing a long-term mechanism for assisting science teachers to reach HQ status. Program partners include four science departments in the College of Engineering and Natural Sciences (Biological Sciences, Chemistry, Geology, and Physics & Astronomy), two units in the College of Education (Department of Teaching & Learning, and the Center for Science Teaching & Learning), and 37 Arizona science teachers (14 from high need LEAs). Essential program features include a coordinated set of science and education courses offered in the summer and designed specifically for secondary science teachers (grades 6-12); program configurations that support interdisciplinary pathways; and tuition waivers for the current cohort. This initial cohort will graduate with MAST degree in December 2006 and all teachers will meet the criteria for HQ. The goal of creating a self-sustaining program appears to have been realized, offering a much needed program for Arizona's science teachers.

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Grant #6
Project Title: **Mentoring Quality Math Instruction**
Proposed Project Length: 3 year

Content Area: Mathematics

Total Amount Requested: 199,810 per year

Participating LEAs:
- Liberty Elementary School District
- Pendergast Elementary School District
- Agua Fria Union High School District
- Fowler Elementary School District
- Tolleson Elementary School District

Summary:
This project involves the NAU College of Education, College of Engineering and Natural Sciences, and five school districts impacting 31 schools, 420 beginning teachers, 28 full-time mentors and 12,600 students. Integrating a research-based teacher induction program (Horn & Sterling, 2002) with a research-based mathematics instructional program (Shamatha, Wiburg & Jorgenson, 2003), the project builds the capacity of highly trained mentors to improve

mathematics teaching and learning in the classrooms of beginning teachers thus increasing mathematics student achievement. The NAU Teacher Induction Program (TIP@NAU) will provide a comprehensive foundation for teachers just entering the profession through extensive training for mentors and professional development for beginning teachers in all aspects of classroom performance. The NAU Mathematics and Statistics Department will provide the mathematics course work (tuition-waived), professional development, and ongoing support for mathematics instruction as the academic focus. The mathematics component of beginning teacher professional development uses Lesson Study (Stigler & Hiebert, 1999) as a professional development model to implement research-based practice. Both components align curricular standards (Arizona Mathematics Academic Standards, 2006) and objectives to instruction resulting in more effective mathematics teaching and learning (Kilpatrick, Swafford & Findell, 2001). During this three year program, emphasis will be on mentoring quality mathematics instruction.

Attachment 9: Pinal Post-Baccalaureate Program

Overview

The Pinal Post-Baccalaureate program is a partnership between Central Arizona College and Arizona State University forged in an attempt to alleviate a chronic teacher shortage in Pinal County, especially in the area of English Language Instruction. The program was developed in collaboration with the Arizona Department of Education, the Mexican Consul General's office and school districts in Pinal County in order to recruit, train and place teachers with teaching degrees and experience from Latin American countries into Pinal County classrooms.   Pinal School District Superintendents will be asked to employ successful participants for a three-year period and partake in a comprehensive mentorship program.

The concept was formed in an effort to provide a stable, well-trained quality teacher workforce in a county that has had difficulty historically in attracting and retaining teachers. In some districts, at least 50% of teachers hired annually are from other states, and often leave for other teaching positions in metropolitan areas or leave teaching after a year or two in local school districts. Prioritizing teachers who have experience in Latin-American Countries became an emphasis when it was realized that the Hispanic school population is predicted to reach 50% by 2010, with a significant number in need of English Language instruction. Currently, 12% of Pinal County Teachers are Hispanic.

Program of Instruction

The curriculum has been developed in partnership between Central Arizona College, who will provide 12-15 hours of foundation classes in Education and Arizona State University's Polytechnic and Tempe campuses, where they will provide graduate level classes leading to a master's degree in Education along with the experiences required for the state's Provisional Structured English Immersion certification. Classes are scheduled to begin starting the Fall semester at Central Arizona College.

 The "BEST" mentorship will be included as a program component to ensure that candidates have every opportunity to develop into highly qualified professional educators; and also as a critical component for those candidates who qualify to receive a Teacher Internship Certificate, available following one year of program completion. This will allow participants to serve as teachers of record in Pinal County school districts while completing their education. Although focused on teachers from Latin America, the program is also available to any candidate possessing a valid Bachelor's Degree, its equivalent or greater from any accredited institute of higher education. Transcript reviews will be available, if necessary. Candidates must be fluent in English and have attained legal residency or qualify as a documented alien.

Additional program information can be obtained from Dr. Bette Bergeron, ASU Polytechnic campus, (480) 727-1303, bette.bergeron@asu.edu or Dr. Marjorie Schiller, Central Arizona College, (520) 426-1935, Marjorie_schiller@centralaz.edu.

TEACH + ME
Post-Baccalaureate in Elementary Education
Offered through CAC and ASU

Program Information

- Coursework must be completed with grades of B or better in each course to continue with the program.
- Field Experiences in Year One must include a minimum of 120 hours of supervised experience in the classroom, each semester.
- It is expected that all field experience, interning, and student teaching be held at school sites in Pinal County.
- ASU courses are completed through ASU, but most will be located at CAC.
- Students must apply to ASU Polytechnic Education and the Graduate College (M.Ed. degree in Curriculum & Instruction, Professional Studies concentration).
- Italicized courses can be applied to the Master's degree.
- *Students should also complete the AZ and US constitution requirements prior to the completion of Year Two. These courses would also be completed through CAC.*

YEAR ONE

Fall, 2006			
MAT 201	Math for Education Majors I	3 cr.	CAC
MAT 202	Math for Education Majors II	3 cr.	CAC
EDU 221	Introduction to Education	3 cr.	CAC
EDC 230	Cultural Values in Education	3 cr.	CAC
EDU 276	Child Development	3 cr.	CAC
EDC 474	Field Experience	1 cr.	ASU
Spring, 2007			
EDU 222	Introduction to Special Education	3 cr.	CAC
EDC 460	Principles of Curriculum	3 cr.	ASU
EDC 405	Classroom Management	3 cr.	ASU
EDC 560	*Principles of Instructional Technology*	*3 cr.*	ASU
EDC 474	Field Experience	1 cr.	ASU
Summer, 2007			
ELL 515	*SEI Methods for ELLs*	*3 cr.*	ASU
EDC 565	*Research-Based Phonics for K8 Classroom*	*3 cr.*	ASU

Option A

Features of Option A:
- ❑ **Participants will be under contract as a full-time teacher of record with a Pinal district.**
- ❑ **Participants will be issued an Intern Certificate.**
- ❑ **The Intern Certificate is only valid for two years, and is only valid in the district in which the participant is assigned.**
- ❑ **Participants will participate in the BEST mentoring program for two years.**
- ❑ **Students will need to successfully pass the Elementary Content portion of the AEPA before being issued an Intern Certificate.**
- ❑ **Students will be eligible for a Provisional Certificate after successfully completing the two year interning program and both the Content and Professional Knowledge portions of the AEPA.**
- ❑ **Students would complete the requirements for their master's degree at the end of Year Three.**

YEAR TWO

Fall, 2007			
DCI 511	*Establishing Effective Teaching Practices*	*3 cr.*	ASU/BEST
RDG 505	*Developmental Reading*	*3 cr.*	ASU
EDC 484	Student Teaching	3 cr.	ASU
Spring, 2008			
DCI 512	*Developing Strategies for Teaching Practice*	*3 cr.*	ASU/BEST
EDC 495	Math Instruction in the K8 Classroom	3 cr.	ASU
EDC 484	Student Teaching	3 cr.	ASU
Summer, 2008			
EDC 485	Science Instruction in the K8 Classroom	3 cr.	ASU
EED 538	*Teaching Social Studies with Literature*	*3 cr.*	ASU
SPC 598	*Inclusionary Practices*	*3 cr.*	ASU

YEAR THREE

Fall, 2008			
DCI 520	*Teaching Standards Applied to Prof. Practice*	*3 cr.*	ASU/BEST
COE 501	*Introduction to Research**	*3 cr.*	ASU
EDC 484	Student Teaching	3 cr.	ASU
Spring, 2009			
ELL 516	*Advanced SEI Methods*	*3 cr.*	ASU
DCI 593	*Applied Project**	*3 cr.*	ASU
EDC 484	Student Teaching	3 cr.	ASU

*Courses marked with an asterisk may have sessions at the Polytechnic campus

Total Credits—Option A
CAC   18 credits
ASU/non-graduate   26 credits (includes student teaching)
ASU/graduate   36 credits

Option B

Features of Option B:

❑ **Participants will not enter into a contract with a district, but will instead complete a more traditional student teaching experience that will spread out over two semesters.**

❑ **Participants will be eligible for state certification prior to year three, pending successful completion of both the Elementary content and Elementary Professional Knowledge portions of the AEPA.**

❑ **Students would begin the BEST mentoring program in Year Three, and would be expected to continue with this program in the following year.**

❑ **Students would complete the requirements for their master's degree at the end of Year Three.**

YEAR TWO

Fall, 2007			
EDC 485	Science Instruction in the K8 Classroom	3 cr.	ASU
RDG 505	*Developmental Reading*	*3 cr.*	ASU
EDC 484	Student Teaching	6 cr.	ASU
Spring, 2008			
EDC 495	Math Instruction in the K8 Classroom	3 cr.	ASU
EED 538	*Teaching Social Studies with Literature*	*3 cr.*	ASU
EDC 484	Student Teaching	6 cr.	ASU
Summer, 2008			
SPC 598	*Inclusionary Practices*	*3 cr.*	ASU
ELL 516	*Advanced SEI Methods*	*3 cr.*	ASU

YEAR THREE

(Participants are fully certified at this time, and can be employed as full-time classroom teachers under a Provisional certificate)

Fall, 2008			
DCI 511	*Establishing Effective Teaching Practices*	*3 cr.*	ASU/BEST
COE 501	*Introduction to Research**	*3 cr.*	ASU
Spring, 2009			
DCI 512	*Developing Strategies for Teaching Practice*	*3 cr.*	ASU/BEST
DCI 593	*Applied Project**	*3 cr.*	ASU

***Courses marked with an asterisk may have sessions at the Polytechnic campus**

Total Credits—Option B

CAC   18 credits
ASU/non-graduate   26 credits (includes student teaching)
ASU/graduate   33 credits

Attachment 10: CTE Education Professions Program

Program Description:
The Education Professions program is designed to prepare students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure, and systems, theory, pedagogy developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels in a variety of content areas in educational environments. Education Professions is designed to articulate with the Introduction to Education courses at the community college and para-professional preparation programs. In addition to technical skills, students completing this program will develop advanced critical thinking skills, enhanced academic skills, develop civic responsibility, understand education as a consumer, and develop employability and leadership skills. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning and the student organization, Future Educators of America (FEA.)

Program Rationale:
The Morrison Institute for Public Policy conducted a research study focused on teacher supply and demand in Arizona in 2002 and published the findings in January 2003. According to the study "Arizona's teacher supply is in a delicate balance with the demand for new teachers. From 2006 to 2010 there will be on average about 1.2 applicants per new teaching position each year-with shortfalls likely in specific locations (especially fast-growing rural school districts) and in certain subject-matter areas (such as special education and LEP programs)….." One recommendation of the study to meet the increased need is "Increase production of teacher graduates at Arizona training institutions." (*Is There a Teacher Shortage? Demand and Supply in Arizona* Morrison Institute for Public Policy, Arizona State University January 2003)

The Arizona Department of Education began development of the Education Professions Program in 2002 as a collaborative effort between Career and Technical Education, Exceptional Student Services and Academic Achievement. The intent is to help build a pipeline between potential education students still in high school to the post secondary institution's teacher preparation programs. It is the intent of this program to offer direction for a viable career path in the field of education for high school students, complete with post secondary articulation possibilities, help address the growing need for teachers and other education professionals that is sure to increase due to the educational requirements outlined in *"No Child Left Behind", "ESEA" and "IDEA"* and provide students with tutor/mentoring opportunities. The program standards were developed through a large curriculum development team consisting of representatives from university teacher preparation programs, community college teacher preparation programs, district administrators, education professional organizations and classroom teachers. Careful attention was given to aligning the secondary program with the post secondary teacher preparation requirements in order to better prepare high school students for success once they enter the post secondary teacher preparation pipeline.

Program Structure:

Education Professions follows the basic format of all Arizona Career and Technical Education programs currently funded in Arizona under the Carl D. Perkins Vocational Technical Education Act of 1998.

➢ **Requires a three level instructional sequence:**
  - ✓ **Level I Technological Foundations:** addresses 7th and 8th grades introducing them to basic career exploration. Most middle schools in the state currently offer this course
  - ✓ **Level II Life Connection:** addresses 9th and 10th grades with human development, interpersonal communications, and work place skills. Most high schools in the state currently offer this course.
  - ✓ **Level III Education Professions:** will address 11th and 12th grade students who are interested in pursuing a career in education. The course will cover specific careers in education, expose students to education structure, theory, pedagogy, learning styles, methodology, as well as provide a hands-on experience with children in a learning environment.

➢ Provides opportunities for students to participate in a secondary level student organization such as *"Future Educators of America"*

➢ Must comply with established CTE Performance Measures

➢ Must have an appropriately certified teacher

➢ Requires a work-based learning experience

By school year 2007-2008 the program will convert to a new delivery system that will be a two phase delivery system consisting of Career Exploration and Career Preparation. The Career Preparation phase will continue to be a two Carnegie Unit requirement and address 11th and 12th graders with the same program description as above. An opportunity for a third Carnegie Unit in the form of a work-based internship will be added at the Career Preparation level.

Education Professions began to enroll students during the school year 2003-2004. The statistics for the program are:

School Year 2003-2004

Number of Schools reporting enrollment: 42

Level III Education Professions Program Enrollment: 625 students.
*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:
Male: 113   Female: 512

Grade Level:

9th graders: 0   10th graders: 39   11th graders: 282   12th graders: 304
*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:

White/male: 79   Black/male: 3   Hispanic/male: 17   Indian/male:11
Asian/male: 3

White/female: 379   Black/female: 12   Hispanic/female: 91   Indian/female: 22
Asian/male: 3

*Program Concentrators: 78
*Number of graduating seniors completing 2 Carnegie Units of the Education Professions program.
Due to the fact that this was the first year of the programs existence this was only possible in the few schools that were on "block schedule" and were willing to offer the program during the fall and spring term.

*Program Placement: 48
*Number of exiting Seniors who exited with 2 Carnegie Units of Education Professions and were either enrolled in a post secondary program of employed in the field nine months after graduating. Placement follow-up surveys are conducted nine months after a student graduates

School Year 2004-2005

Number of Schools reporting enrollment: 55

Level II Education Professions Program enrollment: 724 students.
*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:
Male: 117   Female: 607

Grade Level:
*9th graders: 0   10th graders: 45   11th graders: 286   12th graders: 393
*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:

White/male: 73	Black/male: 5	Hispanic/male: 25	Indian/male:10
Asian/male: 4			
White/female: 410	Black/female: 13	Hispanic/female: 132	Indian/female: 45
Asian/male: 7			

*Program Concentrators: 251
*Number of graduating seniors who completed 2 Carnegie Units of the Education Professions program.

*Program Completers: 140
*Number of graduating seniors who completed at least 2 Carnegie Units of the Education Professions and at least 80% of the program competencies/standards including level I and Level II courses as outlined in this document above.

*Program Placement:
*Placement data for students graduating May/June 2005 will not be available until mid-July 2006.

School Year 2005-2006

Number of Schools reporting enrollment: 60

Level III Education Professions Program enrollment: 733 students.
*Program enrollment includes students who were enrolled in both semesters of the Education Professions. Program enrollment numbers will vary from 40th and 100th day enrollment counts.

Gender:
Male: 129   Female: 604

Grade Level:
9th graders: 1   10th graders: 36   11th graders: 302   12th graders: 394
*The Level III Education Professions is designed for 11th and 12th grade students. However, occasionally a few 9th and 10th grade students will be enrolled in the 11th and 12 grade courses.

Ethnic Group and Gender:
White/male: 77   Black/male: 8   Hispanic/male: 24   Indian/male:14
Asian/male: 6

White/female: 397   Black/female: 18   Hispanic/female: 128   Indian/female: 51
Asian/male: 10

*Program Concentrators:
*Concentrator data for 2005-2006 school year will not be available until mid-July 2006.

*Program Completers:
*Completer data for 2005-2006 school year will not be available until mid-July 2006.

*Program Placement:
*Placement data for students graduating May/June 2006 will not be available until mid-July 2007.

Next Steps: School Districts across the state have the opportunity to add the Education Professions program to their Career and Technical Education offerings to students through either the comprehensive high school setting or the Joint Technological Education Districts (JTEDS). Additional activities are being added to the Education Professions program to help increase the students' potential of continuing on to the post secondary teacher preparation programs. Such activities include the Hunnicutt Future Educators Academy. This activity is a four day "camp" conducted collaboratively by the Education Professions program and Arizona State University. Education Professions students live on campus for the four days and attend both day and evening activities built around the profession of teaching and linking to the post secondary teacher preparation programs.

Other Initiatives: Additionally Education Profession program participates in a CCTI (College Career Transition Initiative) project in partnership with Maricopa Community College District and the National Center for Teacher Education, focused on helping Education Professions students build a "career pathway" for transitioning from secondary to post-secondary teacher preparation programs. The Initiative also supports administering the community college entrance exam (ASSET, or AcuPlacer) to first semester high school juniors enrolled in the Education Professions Program. This is an effort to help high school students identify deficiencies that may impede their entering college early enough to address and remediate them while in high school. The Initiative supports dual credit options when applicable. Through the College Career Transition Initiative multiple opportunities are created to connect high school students with the post secondary institutions and teacher preparation programs.

Best Practices

Standards Based

Teaching & Learning

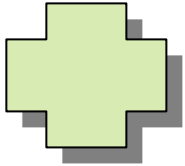# Cross Unit Communication Team

School Improvement

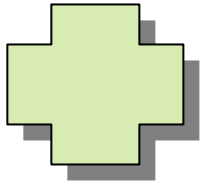# State Intervention

Defining the Purpose

To create an understanding of how the various units within ADE can work together, eliminate duplication of effort through better communication and thereby provide the best support possible to schools and district staff.
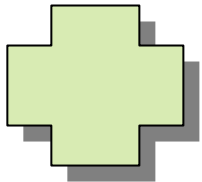
Current School Effectiveness Services

Best Practices = Visits from Educational Technology + Safe Schools & Prevention + 21st Century

State Intervention = Visits for AZ LEARNS Failing to Meet Academic Standards + Title 1 Corrective Action + Title 1 Planning for Restructuring +Title 1 Restructuring Implementation

Standards Based Teaching & Learning = Visits from Reading 1st + Math & Science Partnership Grants
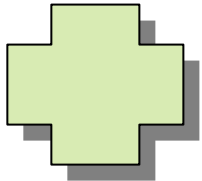
School Improvement = Visits for AZ LEARNS Underperforming (ASSIST Coaches) + Title 1 School Improvement (NCLB Coaches) + Title 1 Districts Improvement + Wallace Grantees

How Will This Team Look?
Proposed 2/14/06

Unit Staff Meeting

Director/DAS Meeting

Weekly DAS Meeting

Cross Unit Communication Team
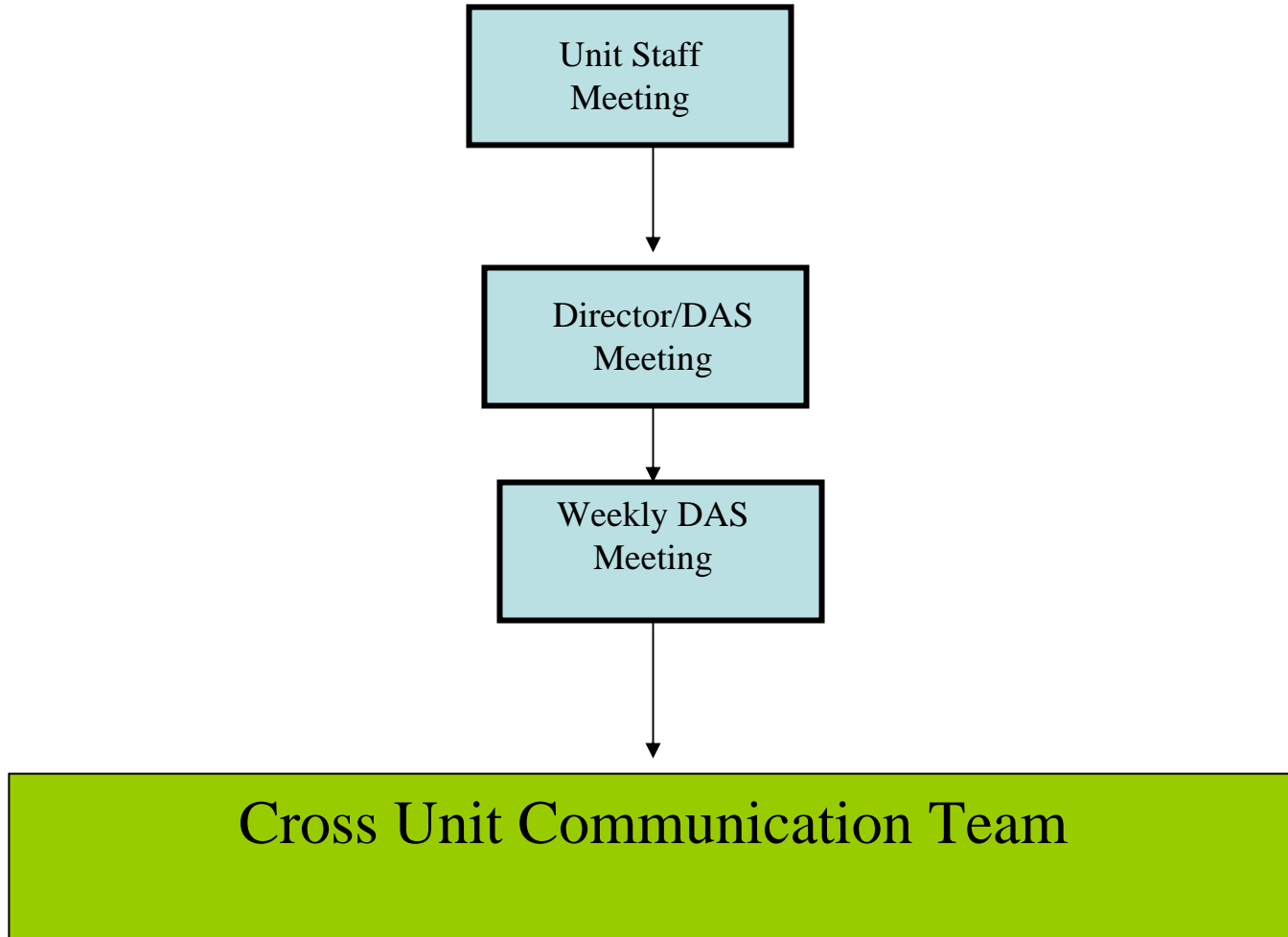
How The Team Looks Now?
As of 5/05/06

Cross Unit Communication Team
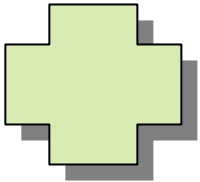
Issues and concerns are discussed, prioritized and placed on an agenda.

- Using the CUC Summary Sheet:

    - Technical assistance details are listed

    - Issues are defined

    - A plan for the level of support necessary and coordination of the support activities is determined.

Next Steps

1 CUC meetings to identify schools and/or districts of concern

2 Development of CUC agenda

3 Next meeting of CUC

4 Continued development of the CUC process

5 Discussion about how we report out

6 Discussion about how we evaluate our effectiveness

Past: Development of CUC agenda

Coordination of
Multiple Disciplinarian Team
Wednesday
December 28, 2005
9:00 – 10:00
ADE – Jefferson – Room 417

<u>Origination Meeting</u>

Tommie Miel – Team Lead

1. Purpose of Meeting
    Define the intent and purpose of this team.
    How will this team look?
    Is this goal attainable?

2. Next Steps-

3. Date of next meeting:

Current CUC Agenda Format

CROSS UNIT COMMUNICATION TEAM
AGENDA
04.11.06

CUC Team Membership:

Kimberly Allen Mary Arno Larry Cox Bruce Groll Tommie Miel Denise Muller Mary Lou Naylor Brian Putnam
Pam Seitzinger Kim Strehlow Cindy Trejo

1.Meeting Norms
2.Questions and review of meeting summary from 3/28/06.
3. Division Meeting – Spokesperson for the CUC Team on May 5, 2006,
4. Role clarification template
5. Coolidge – Discussion of CUC Summary Sheet

> Is there someone from your group who should be invited to this discussion?

Review of Schools:
●Priority List
Pinon/Window Rock
Practice with Cross Unit Communication Summary form
●Other Schools Suggested

| Renaissance | Surprise Elementary | Bethune |
| Cesar Chavez | Sacaton | Globe | Baboquivari |
| Maricopa County Regional |
| Miami | Chinle |

> Prioritization of school list?

Do you want to add others?

Addition to CUC Team membership
Burning questions:
Would it be helpful to our group for us to create, either at district or school level, a safe and drug free school report?
We know that we want the team lead from a particular school to attend the meeting when the school will be discussed, but how will they be invited?
Next Steps? Agenda Items
Next Meeting
   April 25, 2006 – ADE – Room 121 – 10:00 to 11:30 am

Cross Unit Communication Summary Form

District: **Runaround School District**   School: Grades Served: **K-8**
District Contact Information: School Contact Information
Area of Responsibility: Area of Responsibility:
Phone Number: Phone Number:
Date: **3/3/06**

Program Areas: Reading First—9 schools, NCLB School Improvement – Title I—10 schools, 21st Century—2
schools,   State Intervention—1 school, Title IV—21 schools, School safety—4 schools
(Name of ADE Contact)

Define the Issues:

●**Based upon interactions with the schools, morale is low. Leadership not identified/Lack of leadership district wide.**

●**Does the district have a meaningful and an appropriate school improvement plan, whether it is through the district or the state? The board tends to micro manage. The board must select leadership that can recognize the concerns and be able to do something about them.**

●**Information not reported with integrity-fiscal integrity (accountability). Grants may not be renewed due to failure to submit on time.**

●Site leadership not holding teachers accountable. No district level support to allow termination for poor performing teachers. Approval obtained for some to attend "Teach for Success". There is a lack of success due to high teacher and student turnover.

●**Because Prevention Program Services are outsourced there is a lack of internal accountability and infrastructure for providing an orderly school environment. It is uncertain whether or not services are prioritized based on needs assessment.**

●**Curriculum development is on going. 7 out of 9 Reading First schools did not meet benchmarks/ADE has contracted with SOPRIS WEST for intense technical assistance.**

●Technology issues hinder progress. Hardware and software is incompatible, training, if made available, is not always utilized. Operations and school do not have enough personnel to trouble shoot the problems. Inadequate staffing in the IT department, therefore, a lack of follow through in a timely manner with on site assistance. Staff doesn't know how to use technology in the business office. Kids can't access Accelerated Reader, Accelerated Math, and other programs.

●**Evidence indicates that building and district leadership lack understanding of grants management process.**

Outline of Plan
1. Continue services as outlined above in Program Areas.
2. Push for district leadership to do their job. We can not do it for them.
3. Wait for new leadership to be determined.
4. Current superintendent needs to share district history with new leadership.
5. Invite new leadership to CUC meeting to share concerns listed.
6. Work with new leadership to determine most effective way to assist.

Follow-Up / Resolution:

How do we report out?

"I" drive:

Click on: *School Effectiveness*, followed by *Cross Unit Communication Team.*
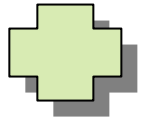
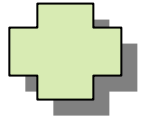Once you are there, you will find:

- **Agendas**
- **CUC Tools**
- **Minutes-Summary**
- **Cross Unit Communication Team School Listing**

CUC Team Members

Open invitation to attend upcoming CUC Meetings

- **May 9th and May 23rd , 10:00-11:30am**

How do we evaluate our effectiveness?

- Measure of knowledge regarding school/district

- Better equipped and more confident to serve

- Providing schools with consistent message and information

- Number of schools addressed and their success

- Number of collaborative visits and CUC meetings

- Reducing the number of times a school/district staff are

  pulled away from their work

- Reallocation of monies to schools that will use it more effectively

Attachment 12: Project Initiation Document

A Statewide Standard
Document for Information Technology Projects

Project Title: **The AZ Model for Identifying Highly Qualified Teachers**

Version 0.1

Prepared by:

Name	*Luis Silva*
Agency	***Arizona Department of Education, Teacher Certification Unit***
Date	***February 2006***

TABLE OF CONTENTS

Section I. Business and Technology Assessment

Agency Name and Address	Contact Name, Phone, FAX, email
Arizona Department of Education 1535 West Jefferson Street Phoenix, AZ 85007	Luis Silva 602-364-3555 Luis.Silva@azed.gov

Project Investment Name	Date
AZ Model for Identifying Highly Qualified Teachers	February 2006

A. Management Summary

Complete this part last. It includes high-level summary information about the major project objectives and the specific means to accomplish these objectives. Describe the value to be realized, the resources needed, and the methods to be used for measurement. Detail information on these three key areas is described later in this section.

The purpose of this project is to identify highly qualified teachers, out-of-field teachers and teachers on waivers to improve teacher quality and student achievement. This will be accomplished by collecting honest, accurate and timely data from our school districts and charter schools.

The Arizona Department of Education, Highly Qualified Professionals proposes to create a new, user-friendly system to collect, longitudinally store and analyze teacher qualifications and teacher assignments aligned with NCLB core academic content areas.

Is this project mandated by law, court case or rule?
Yes. No Child Left Behind/Elementary and Secondary Education Act, 2001

The following table contains summary information taken from the other sections of the PIJ document.

Description	Section	Significance
Value Rating	II. A. Value to the Public	26
Economic Benefits	II. B. Benefits to the State	30
Total Development Cost	III. A. Development Costs	$115,000 - $345,000
Total Project Cost	III. C. Summary of Costs by Year	
Score for Risks	IV. A. Risk Summary (Maximum 37)	34

B. Proposed Changes and Objectives, "To Be"

The Arizona Department of Education, Highly Qualified Professionals Unit proposes a new IT application system for identifying Highly Qualified Teachers (HQT) and monitoring out-of-field teaching assignments. The system will aid both State and LEAs in meeting NCLB-HQT requirements, encompassing:

- Reporting complete and accurate HQT data including alignment of position codes with NCLB core academic areas
- Documenting teacher qualifications to determine highly qualified status
- Documenting out-of-field teachers, teachers on waivers, and yearly progress towards meeting Federal reporting requirements
- Generating reports to enable stakeholders at the public, local, state, and federal level to report teacher qualifications
- Consolidating highly qualified monitoring reports within the department.

C. Existing Situation and Problem, "As Is"

Accurate, reliable and timely data about teacher assignments and charter data required to comply with Federal guidelines is not available.

The Arizona Department of Education currently collects teacher assignments through the School District Employee Report (SDER). However, the position codes do not align with the NCLB core academic areas. In addition, charter schools are not required to submit this report. The frequency of submission, once a year, is insufficient for determining current teacher assignments. Finally, compliance and accuracy of the data is suspect.

The Arizona Department of Education does not currently have the means to monitor LEA progress towards meeting the requirements of NCLB. Monitoring the progress of meeting the requirements is dependent on self-reporting by teachers and building level administrators.

D. Proposed Technology

Describe hardware, software, and communications. Describe the strengths and weaknesses of the proposed solution. Describe software modules to be developed and any maintenance required. Describe the processing impact on the current environment and any enhancement or improvements that may be necessary in the future. Include any terms or conditions required by the vendor for the new technology. Describe any converting or migrating of information and the over all method, timing and costs.

SOFTWARE

- SQL Server

- Microsoft .NET Framework

- C# Programming Language

- Web Portal and Framework (Microsoft SharePoint)

- Microsoft Analysis Services (for building analysis applications, such as integrated Online Analytical Processing

  (OLAP) Services and data mining capabilities)

- Microsoft SQL reporting services

HARDWARE

- Web Server

- Application Server

- Storage Systems

Enterprise Architecture (EA) Technology Domain Definitions	Project EA Conformance (Yes/ No)	Non-Conformance Explanation
Network: Defines policies and standards for the State's communications infrastructure, which includes the various topologies and protocols necessary to facilitate the interconnection of server platforms, mainframes, intra-building and office networks (LANs), and inter-building and mall/campus networks (WANs).	Yes	
Security: Identifies security technologies, policies, and standards necessary to protect the information assets of the State and to ensure isolation and confidentiality of information, integrity of data, and the availability of IT resources to the State's workforce and citizens, as appropriate.	Yes	
Platform: Defines policies and standards for IT devices and associated operating systems, which include mainframes, mid-size computers, servers, storage devices, client platforms (PCs, workstations, PDAs, telephony, etc.).	Yes	
Software/Application: Defines policies and standards for software applications, application development tools, productivity software tools, etc.	Yes	
Data/Information: Defines policies and standards for the organization of information related to citizens, locations, and objects the State must collect, store, maintain, and access.	Yes	

E. Major Deliverables and Outcomes

Describe what your agency, internal and external customers, and the citizens of Arizona will receive as a result of the project. Describe critical factors and criteria you will use to determine project success. Deliverables include the system hardware and software, application features and functions, system enhancements that improve productivity, new or improved services provided to stakeholders.

- Collect honest and accurate data to improve teacher quality and student achievement
- Monitor and verify teacher qualification and teacher assignment data to reduce out-of-field teaching
- Monitor LEAs progress in meeting Federal NCLB requirements of 100% HQTs
- Report data back to the stakeholders
- Meet USDOE requirements for honest and accurate data and monitoring and verifying

F. Roles and Responsibilities

Provide the names, job titles and responsibilities of all the personnel involved in the project. These may include the Project Sponsor, Project Manager (Technical Project Manager, Business Project Manager), programmer, analyst, consultant(s). If new FTEs or consultants will be hired, indicate "new". You may also include a Change Management manager, and user personnel involved in acceptance testing.

Academic Achievement/Highly Qualified Professionals Unit

Jan Amator, Associate Superintendent – Primary duties will serve as liaison between Highly Qualified Professionals, Management Team, Policy Team and IT.

Patty Hardy, Director of Title II – Primary duties will serve as the Chairman of the Project Advisory Team, and will serve as the Project Director. The Project Director will provide oversight for the project and will play a prominent role in implementing project goals and objectives, and will report to the Project Advisory Team.

Luis Silva - Business Analyst will work cooperatively with the Project Director. Luis will provide IT services and facilitate the development of the HQT application.

Bonnie Betz - This position provides business analysis of the School Finance Department. Bonnie will provide invaluable expertise and support to the Project Director. She will be instrumental in defining the business goals for the underlying data submitted by LEAs regarding teacher assignments, training of district personnel and providing technical support.

Donna Campbell - This position provides invaluable expertise and support to the Project Director regarding statewide implementation of teacher quality.

Vickie Walters - The project specialist will work closely with the Project Director in implementing the project goals and objectives.

Jackie Waitman - The project specialist will work closely with our LEAs in providing technical support.

Deanna Rowe – This position will work cooperatively with ADE and Charter Holders to ensure compliance with federal reporting requirements.

IT Development Team Personnel

John Galvin, Project Manager Manages the Development Team, engages in process development, and customer education and buy-off

Helen Hugo, Business Analyst Drives the system and data analysis activities, creates specification documents, creates test plans and manages the creation of training plans and materials.

Doug McDaneld, Database Administrator Builds, maintains and supports the database structure and performance.

Larry Lindain, Developers Builds, maintains, and supports the application system around the database system. Creates and reviews code.

Raymond Ferriera, QA/Tester Ensure the quality of the entire project, test the application for quality.

Project Advisory Team
The Project Advisory Team will provide ongoing oversight of the program, and will provide formative evaluative feedback throughout the project's lifecycle. A strong focus of the feedback shall be the impact the project has on improving teacher quality, meeting the requirements of NCLB, reducing out-of-field teaching and improving student achievement. This sustained, ongoing feedback will help to ensure that the project remains responsive to the needs of the stakeholders it serves, USDOE, ADE and LEAs.

The Project Advisory Team will be chaired by the Director of the Arizona Department of Education's Title II, and will include Jan Amator, Luis Silva, Bonnie Betz, Donna Campbell, Deanna Rowe, Vickie Walters and three to five, yet to be identified, LEAs.

A Data Advisory Council (DACs) representing stakeholder groups will be created, and will actively participate in the design of the Highly Qualified Teacher database system, and will continue to provide continuous formative feedback regarding this project's development and implementation. The system will be developed cooperatively with and by the system's stakeholders.

G. Other Alternatives Considered

Describe other solutions that were evaluated and explain why they were rejected. Include their strengths and weaknesses. "Do nothing" is an alternative. Evaluating all other viable alternatives is evidence of objectivity and proof the best alternative was selected. If no other alternative besides "Do Nothing" is cited, GITA may require an explanation.

Remain with the current system (Do Nothing)

The current system does not provide accurate, reliable and timely data about teaching assignments, teacher qualification and highly qualified requirements. This information is essential to the development, implementation and evaluation of teacher quality as mandated by NCLB, 2001. The current system (School Report Card) does collect this information. However, there is no way to determine the accuracy and reliability of this data. Existing reports indicated inconsistency between the School District Employee Report (SDER) and the self reported highly qualified data submitted via the School Report Card.

The current system does not provide support to Charter schools. The proliferation of charter schools in Arizona dramatically impacts the state's data results. Charters are particularly in need of assistance for implementing NCLB requirements for Highly Qualified Teachers.

The current system does not provide the ability to verify data and monitor progress towards meeting Federal requirements.

H. Summary Project Management Schedule

Describe the high-level activities and events, such as project milestones and major project phases. Include any elapsed time for various stages of the project. Entries should include a description of the milestone, estimated time for completion in weeks or months, and total time required for project development. If the project is approved, GITA monitoring staff will review the project plan and may ask for additional information or updates.

Phase / Milestone	Duration
Project Initiation	Nov 2005 - Dec 2006
Define High Level Requirements	Jan 2006 - Feb 2006
Design System Architecture	March 2006 - May 2006
Design Database and Files	June 2006 - July 2006
Establish Development Platform	Aug 2006 - Sept 2006
Develop Application Functions	Aug 2006 - May 2007
System Testing	June 2007 - Aug 2007
Acceptance Testing	Sept 2007 - Oct 2007
System Deployment/Training	Nov 2007 - Dec 2007

Section II. Public Value and Benefits

A. Value to the Public

Score: **0=None, 1=Minor, 2=Moderate, 3=Considerable, 4=Substantial, 5=Extensive.**

Description	*Score*
Client Satisfaction: Rate how stakeholders may respond to anticipated improvements. This could apply to health and welfare services, quality of life or life safety functions.	5
Customer Service: Rate anticipated improvements to internal and external customer service delivery. Give consideration to faster response, greater access to information, elimination or reduction in client complaints.	5
Life Safety Functions: Applies to public protection, health, environment, and safety. Consider how this project will reduce risk in these functions.	1
Public Service Functions: Applies to licensing, maintenance, payments, and tax. Consider how this project will enhance services in these functions.	5
Legal Requirements: Consideration should be given to projects mandated by federal or state law. Other consideration could be given if there are interfaces with other federal, state, or local entities.	5
Product Quality: Applies to the information and services delivered to internal and external customers and the public.	5
Other: List any other applicable value or benefits.	
Total	26

Detail Description of Project Benefits
(Describe in detail any category in the *Value to the Public* with a score greater than 3) **Client Satisfaction:** Stakeholders include parents, teachers, school and district administration, state and federal agencies that will gain insight and direction on improving teacher quality and student achievement. **Customer Service:** The customers are parents, teachers, LEAs, and USDOE who will receive honest and accurate data regarding teacher quality and progress towards meeting the requirements of NCLB. **Public Service Functions:** Under Arizona Administrative Code, public school teachers must be certified in the content areas they teach. **Legal Requirements:** Under NCLB (2001), public school teachers and charter school teachers teaching core academic areas must be highly qualified. The states and districts must provide parents and the public with accurate, complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers. **Product Quality:** The Arizona Department of Education, as well as the U.S. Department of Education will receive honest and accurate data regarding teacher quality and out-of-field teaching assignments.

B. Benefits to the State

(The economic impact of the project on the agency, the State or the public)

Score: **0=None, 1=Minor, 2=Moderate, 3=Considerable, 4=Substantial, 5=Extensive.**

Description	Score	Savings
Agency Performance: The extent to which duties and processes will improve or positively affect business functions. Consider reduced redundancy and improved consistency for the agency.	*5*	
Productivity Increase: The improvements in quantity or timeliness of services or deliverables. Consider improved turnaround time or expanded capacity of key processes.	*5*	
Operational Efficiency: Rating may be based on improved use of resources, greater flexibility in agency responses to stakeholder requests, reduction or elimination of paperwork, legacy systems, or manual tasks.	*5*	
Accomplishment Probability: The extent to which this project is expected to have a high level of success in completing all requirements for the division or agency.	*5*	
Functional Integration: The impact the project will have in eliminating redundancy or improve consistency. Consider the impact of information sharing between departments or divisions, or between agencies in the State.	*5*	
Technology Sensitive: The implementation of the right types of technology to meet clear and defined goals and to support key functions. Consider technologies and systems already proven within the agency, division, or other similar organizations.	*5*	
Other: List any other applicable benefit.		
Total	30	

Additional Information on Savings
(Describe in detail the calculation for any item with a total greater than $50,000)

Section III. Financial Assessment

A. Development Costs

Description	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Total*
Fiscal Year						
The number of FTE and third-party positions						
1. IT FTE Positions		.10	0.5	.10		**(Do not use)**
2. User FTE Positions						
3. Professional and Outside Positions			1.5	1.0		
4. Total Positions *			**2.0**	**1.1**		
The development costs						
5. IT FTE COST (Include ERE)		$4,000	$29,000	$5,000		$38,000
6. User FTE COST (Include ERE)						
7. IT Services (Professional and Outside Cost)			$103,000	$89,000		$192,000
8. Hardware						
9. Software						
10. Communications						
11. Facilities						
12. Licensing and Maintenance Fees						
13. Other						
14. Total**		**$4,000**	**$132,000**	**$94,000**		**$230,000**

*   Items 1 through 3 are included in *Section I. F. Roles and Responsibilities*.
** Items 7 through 13 are included in *Appendix A. Itemized List with Costs.*

B. Operating Costs

Description	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Total**
Fiscal Year						
The number of FTE and third-party positions						
1. IT FTE						(Do not use)
2. User FTE						
3. Professional & Outside Positions						
4. Total Positions *						
The operating costs						
5. IT FTE COST (Include ERE)						
6. User FTE COST (Include ERE)						
7. IT Services (Professional and Outside Cost)						
8. Hardware						
9. Software						
10. Communications						
11. Facilities						
12. Licensing and Maintenance Fees						
13. Other						
14. Total**						

*   Items 1 through 3 are described in *Section I .F. Roles and Responsibilities*.
** Items 7 through 13 are described in *Appendix A. Itemized List with Costs.*

C. Total Project Cost

	Fiscal Year					
Description	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Total
1. Development Costs		$4,000	$132,000	$94,000		$230,000
2. Operating Costs						
3. Total Project Costs		**$4,000**	**$132,000**	**$94,000**		**$230,000**

D. Special Terms and Conditions

Explanation

E. Funding

1. Funding Timeline

Five Year Total ($000)						
Agency	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	Total
1. Available Base Funding						
2. Additional Appropriations						
3. Other Funding Source						
4. GITA Special Funds						
5. Total Funding (*)						

2. Funding Source

All funding sources such as General Fund, State Highway Fund, Watercraft Licensing Fund, Board of Cosmetology Fund, Federal matching funds and block grants, and any other funds that may apply to this project.

Pay special attention to the columns for "Available Base" and "New Appropriations Request". If you have requested new additional appropriations, or additional spending authority, use the "New Appropriations Request" column.

Funding Source			
Name of Funding Source	*Available Base*	*New Appropriations Request*	*Total*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8. Funding Source Total (*)			

(*) Total equals *Section III. C. Total Project Costs*.

Section IV. Risk Assessment

Category	Maximum Possible	Score	Description
1. Strategic	6	6	Aligns with Agency and Statewide Enterprise Architecture, goals, objectives, policies, standards and IT strategic plan.
2. Management	6	5	Senior and intermediate management is involved in, and supports, the project. A steering committee/project team is in place.
3. Operational	5	5	Adverse effects on current operations are unlikely or contingency plans are in place. Supports Agency Performance Measures.
4. Scope and Requirements	7	6	Scope and requirements are, or will be, clearly defined and approved. Effect on business processes has been assessed.
6 5. Technologies Competency	7	7	Agency has available, or will secure appropriate skills to implement the project. Organizational readiness has been assessed.
6. Infrastructure Dependencies	6	5	All key elements are included to fully implement the project. No additional costs are anticipated to deliver benefits.
Total	37	34	

General Comments:

Section V. Project Approvals

A. CIO Review

Key Management Information	*Yes*	*No*
1. Is this project for a mission critical application system?	✔	
2. Is this project referenced in your agency's Strategic IT plan?	✔	
3. Is this project consistent with the agency's and State's policies, standards and guidelines?	✔	
4. Is this project in compliance with the Arizona Revised Statutes and GRRC rules?	✔	
5. Is this project in compliance with the statewide policy regarding the Accessibility to Equipment and Information Technology for Citizens with Disabilities?		

B. Project Approvals

Project Title: <u>AZ Model For Identifying Highly Qualified Teachers</u>

Responsibility	*Approval Signature and Title*	*Date*
Project Manager*:*		
Agency CIO*:*		
Project Sponsor:		

Appendix A. Itemized List with Costs

($000)

Resources	Functions/Tasks	2005	2006	2007	2008	Project
Project Management	Plan, Maintain Customer/User Relations, Manage QA, Change, Process Development, Developers, Educate Customer, Work Toward User Buy-off		$4,000	$5,000	$5,000	$14,000
Business Analysis	Business Rules, Create Specification, Demonstration, Revise Business Requirements, Specification			$24,000		$24,000
Lead Developer	Create Prototype, Architecture, Detail System Design, Integration, Input/GUI, Output/Reports			$74,000	$65,000	$139,000
Data Base Analysis	Establish Database Schema/Design, Construct Database, Populate Database			$5,000		$5,000
Developer	Code, Alpha, Beta, Production			$24,000		$24,000
Quality Analysis	Plan, Design Test Procedure, Run Test				$24,000	$24,000
Quantity	**Hardware/Software/Licenses**					
1	Web Server					
1	Application Server					
2	72 GB Drive @ $0.7					
	Licensing					
	Project:		**$4,000**	**$132,000**	**$94,000**	**$230,000**

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Glossary

ADE............ Arizona Department of Education

HQT .... Highly Qualified Teacher(s)

NCLB .... No Child Left Behind (federal legislation)

SDER………School District Employee Report

Out-Of-Field Teachers – Misalignment of teacher assignment(s) with teacher qualification(s), e.g. a math certified teacher teaching general science.

Teachers on Waivers – Teacher who hold an emergency teaching certificate.

Attachment 13: State Action for Education Leadership Project II (SAELP II)

Despite years of education reform, improved student learning, especially for the most disadvantaged, remains an elusive goal for many states and school districts. An often-missing ingredient: high-quality leadership, which research now shows is second only to instruction among school-based factors in its impact on learning.

Contact: Dr. Rene Diaz, Executive Director
Name: Executive Director, SAELP II Project
Email Address: rxdiaz@ade.az.gov
Phone number: 602.364.2067

Web Links: http://www.schoolsmovingup.net/cs/saelp/print/htdocs/saelp/demo.htm
                    www.**wallacefoundation**.org

State Action for Education Leadership Project II is a component of the Wallace Foundation. As an independent private foundation established by DeWitt and Lila Acheson Wallace, the founders of The Reader's Digest Association, its mission is to enable institutions to expand learning and enrichment opportunities for all people. The foundation supports and shares effective ideas and practices.

One of foundation's objectives is to strengthen education leadership to improve student achievement. The goal of this grant is to establish "state-district" strategy to ensure that state policies affecting leadership are well-coordinated with, and supportive of, local district practices and assist superintendents and principals in leading their schools to higher student achievement levels.

Demonstration schools in the SAELP II Project were either in school improvement or failing at the time of selection. In addition the schools are located on Indian Reservations or inner cities.

Our efforts include three breakthrough ideas:

1. <u>Commitment to institutionalize long-term leadership development</u>--Commitment to institutionalize leadership development entails corralling all players around a long-term vision favoring shared responsibility for building leadership capacity and creating supportive conditions that lead to improved achievement for students

Activities	Progress to Date
Establish a consortium of key leaders, under the sponsorship of the State Superintendent of Public Instruction, who collaboratively guide and support leader development and improvement of conditions of leadership through articulation, quality review, policy development, resource sharing	AzLEADS[3]
Adopt professional leadership standards statewide for preparation, professional development, and assessment of district and school leaders	The ISLLC standards are foundational to all the professional development offered to the demonstration schools. The administrator preparation approval process requires a crosswalk between the ISLLC standards and course work required www.ccsso.org/content/pdfs/**isllc**std.pdf
Revise administrator credential requirements to include internship assignments with diverse populations Adopt requirements for the superintendent's credential that delineates whether or not teaching experience is mandatory	The Administrator Certification Rule Review Committee, made up of administrators and administrator preparation professors from all areas of the state, have reviewed the current rules and submitted proposed rule changes to the Executive Director of the State Board of Education.
Explore an endorsement for "Teacher Leader" appropriate in a distributed leadership model	Foundational work is being done in this area
Next Steps	
Activities	Timeline
Internship—Diverse Populations: Forum, Workgroups, and Policy Adoption	February – November 2006
Fieldwork for Renewal: Forum, Workgroups, and Policy Adoption	February – November 2006
Teacher Leader Endorsement: Forum, Workgroups, and Policy Adoption	December, 2006 – July, 2007

2. <u>Implement incentives for accomplished leaders</u>--Implementing incentives for accomplished leaders involves establishing a system to identify and publically recognize highly accomplished educational leaders which will provide models of effective practice to others.

Activities	Progress to Date
Conduct regional forums (focus groups, surveys) with a broad cross-section of educators and community members, including teacher leaders, site and district administrators, higher education faculty, business and community members and others in order to identify effective leaders, successful practices and meaningful incentives/rewards that can be applied to recruiting, rewarding and retaining quality leaders. Establish criteria for the identification of high quality leaders and effective practices. Benchmark selected site and district leaders from Arizona against criteria for high quality leaders. Benchmark effective leadership practices against criteria for effective practice. Design a comprehensive system of incentives for leaders along the continuum of development—recruitment, preparation, induction, continuous improvement and highly accomplished practice.	Four forums—covering all regions of Arizona—were facilitated by Dr. Maggie Mangini from Arizona State University. Dr. Mangini compiled the results of these forums into a report, Executive Summary: Focusing on Arizona Educational Leadership. This report has served as a basis for the work of the AzLEADS[3] Incentive Committee as they identified the first members of the Circle of Honor. The criteria for the Circle of Honor includes: o student achievement (Arizona's Instrument to Measure Standards – AIMS – scores and achievement profiles of AZ LEARNS) o the principal's school commitment – three or more years of experience at the same school. o Additional criteria included the district superintendent's nomination and a survey completed by a portion of staff and parents. Members of AZ LEADS conducted site visits, which included interviews and observations based on leadership standards. The incentives portion of the program publicly recognizes highly accomplished education leaders, providing models of effective practice for others. <u>Circle of Honor inductees will serve as educational leadership mentors over the next two years</u>.
Design and implement an induction and mentoring system for new principals and new teachers. Develop incentives (salaries, bonuses, augmented pensions) for highly accomplkshed principals to lead underperforming schools. Provide incentives to identified effective leaders who serve as facilitators of state Institutes, school/district coaches, mentors to aspiring or new administrators.	Leadership coaches (see breakthrough idea #3 below)

Next Steps	
Activities	Timeline
Induction Program for New Principals: Forum, Workgroups, Policy Adoption	Dec – Jan
Design Pilot Induction Program	Jun. – Nov.
Design Pilot Incentive and Rewards Program	Apr. – Sept.
Pilot Induction Program for new principals with Demo Districts	Dec. – Sept, 2007
Pilot Incentive and Reward program with Demo Districts/Schools	Sept. – Nov.

3. <u>Link leadership to student learning</u>--Linking leadership to student learning means individual leaders and leadership teams will build the knowledge and skills needed to focus professional efforts in their school or district. Building leadership capacity includes organizing and implementing a system of preparation, professional development, coaching, and online support.

Activities	Progress to Date
Among individuals and leadership teams, build the knowledge, skills, and attitudes required to continuously improve student achievement. Do so by organizing and implementing a connected system of preparation, professional development, coaching, and online support. Create a comprehensive system of professional development. One portion of professional development is provided through a leadership coaching model. The Wallace Foundation Leadership Project provides coaches to our demonstration superintendents and principals.	Experienced principals and superintendents were hired to serve as coaches for 7 Superintendents and 17 schools identified as our demonstration districts. Coaches for SAELP were selected based on the following criteria: • leadership skills in improving student achievement. • successful mentoring of adults in administrative positions • background in working with diverse groups of students and adults • excellent oral and written communication skills • strong analytical and problem solving proficiencies • experience in analyzing and using data to influence a continuous change process • knowledge of best practices in education • excellent human relations abilities Beyond the initial training, coaches meet periodically and continue their support, research and dialogue online through the Coaches Corner, accessed by logging in on this website. They also participate in the ongoing institutes and trainings in which their assigned school improvement teams participate. Some of the topics for ongoing training include the following: • ISLLC Administrative Standards review • relationship building strategies with clients • effective coaching techniques • professional development planning • the latest research on urban and rural schools and poverty • use of data to improve instruction and student achievement • use of web resources dedicated to this SAELP project For more information related to coaching, contact the Wallace Grant Lead Coach, Eoline Cary: Eolinec@aol.com
Leadership Institutes and professional development focused on Leadership for Increasing Student Achievement.	Summer Leadership Institute—June, 2005 Summer Leadership Institute—May, 2006 All SAELP II demonstration districts and schools had access to Teachscape, a quality on-line professional development delivery system.

Next Steps	
Activities	Timeline
Coaching Network Seminar, Demo Districts/School Review of ProgressNew Dem Districts/Schools join cohorts	Dec. - Nov., 2007
Six Regional Seminars, Assessment Activities for Demo Districts/Schools	Dec. – Nov, 2007
	Feb. – Oct, 2007

Coaching References

Bloom, G., Castagna, C., Moir E., Warren, B (2005). BLENDED COACHING: SKILLS AND STRATEGIES TO SUPPORT PRINCIPAL DEVELOPMENT. Thousand Oaks, CA: 2005, Corwin Press.

Marzano R., Waters, T., McNulty, B. (2005). SCHOOL LEADERSHIP THAT WORKS: FROM RESEARCH TO RESULTS. Alexandria, VA: Association for Supervision and Curriculum Development.