



State of Arizona

**Department of Education**

***HIGHLY QUALIFIED TEACHERS***

***Equity Plan***

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## Arizona's Highly Qualified Teachers Equity Plan

Ensuring all Arizona children receive the high-quality education they deserve requires an effective teacher in every classroom along with school and district leadership that is focused on raising achievement. Arizona's educators – from the classroom teacher to the district superintendent – are the most important component of our state's strategy for educational success.

In keeping with this policy, Arizona is committed to the goal that poor and minority children must not be taught at higher rates than other children by inexperienced, unqualified, and/or out-of-field teachers. Arizona further recognizes that teacher quality has a major impact on student achievement, and we remain committed to the goal of ensuring that every child in Arizona is taught by a highly qualified teacher who is equipped to teach in a way that enables every student to experience academic success.

### Arizona's Demographics

In 2003 Arizona's:

- Median household income = \$41,963 (National=\$43,318);
- Percent of persons below poverty = 13.9% (National=12.5%);
- Children in low-income families = 44% (National=40%);
- Latino children living in low income families = 66%; and
- Children under the age of 5 living in low-income families = 50%.

Nearly four in ten Arizonans are racial or ethnic minorities. In 1990, the state's minority component was 28.3 percent. It rose to 36.2 percent by 2000, and stood at 38.9 percent in the mid-2004 Census Survey.

### About Arizona Schools

Arizona is home to 1,044,239 students, 1,892 public schools (including 492 charter schools), and 54,000 teachers in the public K-12 system. Of these public schools, 143 are identified as Small Rural schools by USDE. In addition, Arizona has 34 BIA Contract Grant schools.

Arizona schools serve a significant number of English Learners. The following statistics were provided by LEAs reporting identification of Primary Home Language Other Than English (PHLOTE) students:

<b>Reported PHLOTE students</b>		<b>200,980</b>
Primary speakers of Spanish (80.9%)	162,583	
Primary speakers of Navajo (9.3%)	18,695	
Speakers of languages other than Spanish or Navajo (9.8%)	19,702	

**High Quality Teacher Equity Plan Goals**

- 1. Arizona will develop and implement a statewide data collection system to continuously monitor, through data collection and analysis of teacher distribution patterns, that Arizona's poor and minority students are not being taught by inexperienced, unqualified or out-of-field teachers at a higher rate than other students.**
- 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 statewide efforts on recruitment, preparation, and retention of HQ teachers, supporting leadership in high poverty and high minority schools, providing for statewide HQT policy coherence, and through technical assistance and monitoring.**

**GOAL 1**

**Arizona will develop and implement a statewide data collection system to continuously monitor, through data collection and analysis of teacher distribution patterns, that Arizona's poor and minority students are not being taught by inexperienced, unqualified or out-of-field teachers at a higher rate than other students.**

**A) HQT Data Collection History**

Prior to May 2006, the Arizona Department of Education (ADE) did not have a statewide coordinated system for capturing accurate, reliable and timely data about teaching assignments, teacher qualifications, teacher experience, or teacher quality status. Teacher quality data had been collected via the School Report Card system which is based on school-level self reported data for which the state had no process for determining accuracy. The ADE found that there were inconsistencies between the self reported highly qualified data collected through the School Report Card and the personnel data collected through the School District Employee Report (SDER).

In response to these inconsistencies, in November 2005, the ADE developed an Excel electronic template to collect standardized 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 SDER with Certification data. An electronic template was emailed to each district. However, it was immediately apparent, that this new HQT data submitted by districts to the ADE was inaccurate. Not only did the data conflict with SDER, but because charter school teachers in Arizona were not required to be certified they were often mistakenly considered "qualified." In addition, because charter schools were not previously required to report data on the SDER, this process resulted in an incomplete data set.

In January 2006 a partnership formed between three offices at ADE: Highly Qualified Professionals, School Finance, and Information Technology. Our goal was to create a valid and reliable HQT data collection system to provide accurate and comprehensive data to the USDE, the ADE, our LEAs, and the public. By February *The Arizona Model for Identifying Highly Qualified Teachers* was fully designed, funded, and placed as a top priority of the agency. The purpose of this project was to accurately identify highly qualified teachers, out-of-field teachers,

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and inexperienced teachers in order to improve teacher qualifications, student achievement, and assure that poor and minority children are equitably served by highly qualified teachers. This will be accomplished by collecting accurate and timely HQT data from all district and charter schools in Arizona in a four phase approach (described below). Features of this new system include:

- Certification of teacher qualifications to determine HQ status;
- Ability to monitor progress toward meeting the goal of 100% highly qualified teachers;
- Alignment of position codes with NCLB core academic areas;
- Documenting teachers who hold emergency certificates;
- Documenting out-of-field teachers;
- Public access to teacher qualifications and HQT status;
- Aggregated data from courses to content area, school, district, and state level;
- Yearly updated teacher assignments;
- HQT data validation in comparison with Teacher Certification data;
- Alignment with agency and statewide data collection (including AYP data);
- Data merged with school district employees report (school finance);
- Web-based, real-time communication with LEAs; and
- Web reports available to all stakeholders.

At the same time as the new HQT data collection application was being designed and piloted, the ADE's new Information Technology (IT) division leadership had been conducting an intense analysis of the overall IT operation. In addition, the State of Arizona, Office of Auditor General had initiated an audit of ADE's IT division. In August, ADE was notified by the Auditor General that improvements in all IT areas were required. 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. However, the modernization of ADE's IT division has resulted in a stronger emphasis on service delivery to LEAs and will expedite the 2006-2007 and subsequent HQT data collection processes.

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 HQT data collection instrument that would meet USDE requirements. Below is the revised timeline established by ADE to collect and analyze data from all district and charter schools in Arizona.

## **B) HQT Data Collection Process and Plan**

### **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)**

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 program specialists confirms 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 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. HQT Data Collection, pre-populated with individual teacher data (based on available data) was emailed to each school district that has one or more schools identified for Title I School Improvement. School and district personnel were asked to verify and correct data.

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### **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**

Statewide HQT Data Collection web window opens for all schools, districts 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 statewide 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 2006-07 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 Pilot HQT data collection, Arizona has collected HQT data at the classroom level for the 234 schools in Arizona that did not make AYP 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

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schools as “all other schools.” 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, the preliminary analysis made available to statewide stakeholders by December 31, and provided to USDE via the annual Consolidated Report.

### **C) Inequities in Teacher Assignment in Arizona**

#### **1. Non-highly qualified teachers**

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*.

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 elementary and 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 through a variety of programs and strategies which are more fully described in the Equity Plan attached.

*See pages 11-14 of the Revised State Plan for Highly Qualified Teachers, September 29, 2006 for supporting data.*

#### **2. Novice and Experienced Teachers**

Level of teacher experience is an important data element in considering how ADE should best serve its lowest performing schools. Too often the least experienced teachers are assigned to teach in those schools with the highest levels of poverty and often the lowest levels of student achievement.

ADE looked at this data element in its Phase I Review. Based on Phase I data, there is a higher occurrence of novice teachers in Arizona schools identified as high poverty (highest quartile) as compared to schools identified as low poverty (lowest quartile).

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- High poverty schools, on average, had 27% of their teachers who have taught fewer than two years
- Low poverty schools, on average, had 22% of their teachers who have taught fewer than two years

In the table below “Experienced Teachers” are defined as those teachers with more than two years of documented full time teaching experience and “Novice Teachers” as those teachers with less than two years of documented full time teaching experience.

### Teacher experience in Title I schools in School Improvement 2005/06

Phase I Data	Total Number of Teachers	Number of Novice Teachers	Percent of Novice Teachers	Number of Experienced Teachers	Percent of Experienced Teachers
All Schools	4859	1340	27.6	3519	72.4
<b>Elementary</b>					
High Poverty	2632	722	27.4	1910	72.6
Low Poverty	190	50	26.3	140	73.7
All Elementary	4047	1152	28.5	2895	71.5
<b>Secondary</b>					
High Poverty	315	60	19.1	255	81.0
Low Poverty	54	8	14.8	46	85.2
All Secondary Schools	812	188	23.2	624	76.9

In Arizona's elementary classrooms, Phase I data indicates that overall, 27.6% of teachers are novices. In the 25% of elementary schools with the highest levels of poverty, 27.4% were novices. In the 25% of elementary schools with the lowest poverty schools this percentage is 26.3. While this initially appears to demonstrate that *equity issues* related to HQ status between high and low poverty schools *is not* an area of concern in this analysis, this is Phase I data only, and ADE will conduct additional analyses using Phase II and Phase III data to make conclusions in this regard.

In Arizona's secondary classrooms, Phase I data indicates that overall, 23.2% of teachers are novice teachers. In the 25% of secondary schools with the highest levels of poverty, 19.1% were novice teachers. In the 25% of secondary schools with the lowest poverty schools this percentage is 14.8%. While this initially appears to demonstrate that *equity issues* related to HQ status between high and low poverty schools *is* an area of concern in this analysis, this is Phase I data only, and ADE will wait until the Phase II and Phase III data is available to make definitive conclusions in this regard. In the meantime, ADE is working to address the issue of retention and recruitment through a variety of programs and strategies which are more fully described below.

For future data collection, ADE plans to modify the definition of experience to align with certification requirements. ADE will increase the requirements for the definition of



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“Experienced Teachers” to those with *at least three years* experience and revise the requirements of a “Novice Teacher” to those with *fewer than three years* of experience.

### **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 statewide efforts on recruitment, preparation, and retention of HQ teachers, supporting leadership in high poverty and high minority schools, providing for statewide HQT policy coherence, and through technical assistance and monitoring.**

#### **A) Addressing unqualified and out-of-field teachers in Arizona**

Arizona has made, and continues to make, strides to assure that teachers do not teach outside of their area of certification. As the most recent component of our certification reform effort, the State Board of Education has adopted administrative rules to severely curtail the issuance of emergency certification (see policy coherence section below). Arizona takes a multi-pronged approach to the problem of out-of-field teaching, targeted efforts include:

##### **1. 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 teachers. With one simple sign-in, all Arizona stakeholders can access the information system of data, resources, and services to enhance all students’ learning.

Through this tool, non-HQT teachers can access courses targeted to their specific professional development needs. A growing number of these courses offer the opportunity to gain college credit through accredited colleges and universities. Through the IDEAL portal, ASSET (Arizona School Services 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).

##### **2. Professional Development Leadership Academy (PDLA)**

The purpose of Arizona’s PDLA is to develop leadership capacity of teams. Teams design and implement comprehensive systems of quality professional development 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 your own” approach to building a critical mass of qualified, experienced teachers who are willing to work in often hard-to-staff rural, high poverty and/or high minority 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 professional

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development 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.

Because participation in PDLA is a requirement for the AzTEP schools (see page 9), Sheila Murphy and Associates, the external evaluator for AzTEP, has evaluation data on PDLA for those schools. Year Two Evaluation Conclusions indicate a) PDLA has the highest level of participation for all professional development activities offered to the AzTEP schools, b) teachers and administrators indicate satisfaction with their PD plans developed through the PDLA process, c) NSDC standards are being incorporated, and PDLA is an effective professional development strategy for retaining teachers.

### **B) Addressing the equitable distribution of highly qualified teachers in Arizona**

Arizona has put into place several strategies to address an equitable distribution of highly qualified teachers in Arizona's schools. The following statewide initiatives, include executive branch partnerships, Proposition 301 funding strategies, and ADEs prioritized and targeted technical assistance. These strategies provide a wrap-around set of services and funding to ensure that Arizona's most needy students are not taught at higher rates than other children by inexperienced, unqualified, and out-of-field teachers.

#### 1. Arizona Teacher's 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 also 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.

#### 2. Pay for Performance

In November 2000, Arizona passed Proposition 301, a major education funding initiative (\$445 million annually) that directs a significant portion of its revenue - about \$2,500 per teacher annually - to teacher compensation based on performance. This has provided an opportunity for Arizona to design an additional component of the state teacher compensation system targeted toward increasing the quality and number of teachers in high need schools. Because Proposition 301 includes a high degree of oversight and accountability, ADE is in a position to provide technical assistance to LEAs in the design

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of their annual performance-based pay plans. ADE assists districts in designing their performance based compensation systems and identifying strategies targeted to address the equitable distribution of HQ and experienced teachers. In addition, the state Auditor General requires all districts and charter schools to report Classroom Site Fund expenditures on a school-by-school, and program-by-program basis including a brief written summary of the results of programs. This program is one approach to providing incentives for teachers to gain the skills needed for quality instruction and ongoing evaluation of the program will ensure that positive results are maximized statewide.

### 3. Prioritized Technical Assistance from the Arizona Department of Education

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.

## **C) Addressing inexperienced teachers in Arizona**

As can be seen in the data above, Arizona has a high percentage of novice teachers. Supporting early career teachers has been a high priority in the state for several years. Some of the strategies to provide support for new teachers, especially in high-needs schools, are described here.

### 1. Arizona Master Teacher Mentor Program

The Arizona Master Teacher program is a three year pilot restricted to AzTEP teachers (teachers on Indian Reservations and former federal Enterprise Communities) and state-funded all-day kindergarten (schools with a poverty level of 80% or more). The Master Teacher Mentor program is designed to recognize individuals for excellence in the classroom including the ability to:

- improve student achievement;
- coach novice teachers in high need schools; and
- communicate effectively with the community.

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The Arizona Legislature appropriated \$1 million dollars for the Arizona Master Teacher Mentoring Program.

### 2. Career Ladder

The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers through a competitive grant process. Twenty-eight districts, about one-third of the state's teachers, participate in this program that works in conjunction with the regular salary schedule. Career Ladder plans are intended to increase student achievement by attracting and retaining talented teachers. Under the program, teachers progress up the salary ladder based on multiple measures that must include classroom observations, pupil academic growth, and at the highest rung, increased responsibilities. Participation is voluntary for teachers in Career Ladder districts where applicants choose to make career advancements without leaving the classroom or the profession. The participating districts are required to comply with requirements established in legislation such as the requirement that all teachers new to the district must participate in an induction and/or transition program.

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. According to the Career Ladder Survey by the Southern Regional Education Board, early evidence suggests that students taught by teachers in the program had increased student achievement, lower dropout rates, and increased graduation rates.

### 3. Beginning Educator Support Team (BEST)

The BEST program through Arizona State University, in partnership with school districts and educational agencies, is a comprehensive, research-based teacher induction, mentoring and professional development program. BEST for beginning educators supports a series of early-career targeted seminars, partnering with an on-site mentor, and assignment of a visitation coach providing personalized needs assessments and coaching within the classroom setting, modeling lessons, co-teaching, documenting areas of strengths, and setting specific action plans for refinement. BEST has trained beginning educators in 26 districts, representing over 4,000 beginning teachers, and 1,600 mentors. Courses may be taken for undergraduate or graduate credit. The BEST program, through its ongoing research with thousands of educators, can document a positive impact on teacher growth and retention, and growth in teacher confidence and competence. Results of 2000-2005 participant survey found that the participants who reported they would remain in the teaching profession, 95% stated that BEST had a positive impact on their decision to stay in teaching.

### 4. Statewide Beginning Teacher Induction Program

ADE has submitted a decision package to the 2007 Legislature to increase new teacher retention and effectiveness. This \$16.5 million package proposes to create a state funded induction program to support teachers in their first three years of teaching. (In 2005, Arizona certified approximately 3,400 new teachers.) This program would provide

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release time for master teachers to mentor, coach, and support teachers new to the profession within their home school district. Mentors would provide practical, concrete advice, pose important questions to prompt reflection, model teaching techniques, observe classroom instruction and management, and provide constructive feedback. The program would fund mentor training and professional development and full time mentors (limited to 15 new teachers per mentor) to work side-by-side in a new teacher's classroom. ADE recommends a phased in approach for this program, starting in districts where the need is greatest (high poverty schools with the highest number of novice teachers).

### **D) Recruiting Teachers to Teach in Arizona Schools**

Arizona has pursued a range of related strategies to recruit teachers to work in high-needs schools. Numerous partnerships with institutions of higher education, federal grant programs, and local districts work together to support these activities. The strategies that follow build on existing teacher recruitment and retention work and are aligned with overarching state level teacher quality initiatives.

#### 1. CTE 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 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).

#### 2. 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. Two years of credit toward the student's undergraduate degree is earned. This is an important program that is effective in attracting students in high poverty regions to enter the teaching profession and to in turn gain employment in their community schools.

#### 3. Transition to Teaching Grant (Title II-C)

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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.
- Teacher Preparation Program Intern Teaching Certificate (TPP) is a State-Board approved teacher preparation program that allows candidates to participate in paid 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.

#### 4. Troops to Teachers (Title II-C)

The State Troops to Teachers Office operates under a Memorandum of Understanding 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 with a total of over 350 teachers placed over the life of the program. The Western States Certification Consortium for Troops to Teachers is a two-year demonstration project funded by the United States Department of Education, Office of Innovation and Improvement.

#### 5. 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.

### **E) Retaining Teachers in Arizona schools**

Because of a variety of issues, Arizona has struggled for many years with the retention of teachers. Although accurate data is not yet available, anecdotal information indicates that Arizona aligns with national statistics showing that half of public school teachers leave the profession within five years. In our efforts to understand and address teacher retention, Arizona was one of five states to participate in a teacher working conditions survey conducted by the national Center for Teacher Quality. A primary focus of the survey results for Arizona was to address school climate and working conditions at high-need schools in order to retain teachers who are already at the school and to encourage experienced teachers to transfer to high-need schools.

#### 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. CTU 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. The survey results provide the State and participating districts with the baseline data to track improvements. This survey provides teachers and administrators with information about the status of working conditions in their schools and will help guide school, district, and state policy decision-making. Preliminary results from the Arizona survey were shared with school and district administrators on May 15, 2006. According to Arizona teachers, the most important factors affecting future plans to stay or leave their current position are:

1. the support from school administrators;
2. feelings of effectiveness;
3. salary;
4. teaching assignment; and
5. collegial support.

Arizona's Working Condition Survey along with other recent research has made clear that working conditions can have significant impact on teacher quality and retention. Unfortunately, working conditions are often overlooked as a means to retain good teachers and are difficult to address at the state level. Local district policies and practices often set the tone for school climate and culture. Additionally, school leadership impacts how those policies are implemented from school to school. Acknowledging that strategies which deal with school leadership, safety, facilities, professional growth, governance, and school climate and culture have a significant impact on working conditions, ADE has initiated a number of activities to address this difficult, yet extremely important, element.

#### 1. National Board Certification - Subsidy and Support Program

ADE supports teachers who are seeking National Board for Professional Teaching Standards (NBPTS) 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.

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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 National Board Certified Teachers in their schools.

### 2. National Board Certification - Targeted High Need Initiative (THNI) Grant

The NBPTS THNI grant is designed to increase the number of National Board Certified Teachers 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. In these districts nearly 100% of their students qualify as economically disadvantaged and a considerable number are 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. Second, 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 is 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 other teachers 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, a new requirement for conversion of a provisional teaching certificate to a standard teaching certificate.

### 3 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 Teacher Initiative seeks to:

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

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.



**F) Supporting Leadership in high poverty, high minority schools**

As noted above, results from the Arizona Teacher Working Conditions survey indicates that the most important factor for teachers choosing to stay in or leave their current position is the competence of the building leader. In the last several years, Arizona has been deeply involved in policy and program development in support of strong educational leadership. Through public and private partnerships, Arizona has initiated a number of key initiatives to enhance educational leadership across the state with a focus on high needs district and charter schools.

1. Arizona Leaders in Education for the Advancement and Development of Student and School Success (Az LEADS)

Az LEADS is a statewide initiative. Its mission is to collaborate on training and support for PK-12 education leaders in order to create school environments in which all students achieve at high levels. The goal is to support principals and superintendents in all school settings throughout the state in their efforts to improve student achievement. Members of Az LEADS hail from professional organizations, leadership preparation programs, business organizations, private entities, education think-tank organizations, and the Arizona Department of Education. Through the efforts of the Az LEADS partners, Arizona was awarded the prestigious Wallace Foundation Grant for \$1.2 million, renewable annually for two additional years, for developing leaders and improving leadership conditions across Arizona. This State Action for Education Leadership Project II (SAELPII) focuses on three breakthrough ideas:

- Commitment to institutionalize long-term leadership development;
- Implement incentives for accomplished leaders; and
- Link leadership to student learning.

2. 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 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 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 links leadership learning to student learning.

The Arizona Leadership Development Program seeks to promote high quality leadership in high need schools by engaging administrators in an effective and sustained program of training and support. The grant currently supports the seven most high need school districts in Arizona. In order to qualify, the districts had at least 80% of their students who qualified for free and reduced lunch, at least 60% minority students, and less than 50% of their students performing at or above grade level (based on AIMS). In the 2005-06 school year, 154 administrators and teachers (district-based teams) attended the summer institute and regional follow-up meetings. The next stage for this work is to

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create sustainability through training at least 30 leadership coaches (retired administrators) to provide support to all new superintendents in their first 2 years.

### 3. Teacher Incentive Fund Grant (TIF)

ADE has responded to a Request for Proposals from the USDE to fund a Teacher Incentive Fund (TIF) grant. The purpose of the grant is to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools. The focus of Arizona's application is in building strong principal and teacher leadership within the school, resulting in increased student achievement. Our plan targets LEA partners having greater than 40% free and reduced lunch. Grantees will receive a \$40 million award over a five year period. Notification will be made by USDE in October.

### **G) Statewide Policy Coherence**

ADE is committed to improving internal processes and revising state policies that may inadvertently contribute to staffing inequities in schools. As an SEA, we will lead the effort in assuring that high-need schools have the opportunity to recruit and retain highly qualified teachers. While local school districts assign teachers to schools, grades, subjects, and classes, the ADE monitors teaching assignments through HQT data collections, through evaluative processes like monitoring, and through our routine oversight of education service agencies and school districts. Arizona is enacting the following systemic and aligned policies to assure that teachers are equitably distributed.

#### **1. Cross state communication strategies**

- P-20 Council  
Since taking office in 2001, Governor Napolitano has made education her number one priority. The P-20 Council was created by an Arizona Executive Order on July 8, 2005. The council is charged with increasing the overall quality of education in the state, as evidenced by the number of students who graduate from high school, succeed in college, and join the workforce well-prepared. The 34-member council includes business leaders, policymakers, and educators from early learning through higher education. The Governor chairs the council and appoints all members. This committee has great promise of bringing together the right stakeholders who are committed to improving Arizona's educational system and are willing to address systemic issues and focus on system integration.
- Arizona Department of Education Highly Qualified Teacher Website  
This comprehensive website is currently "Under Construction" to allow sufficient time to revise requirements and the Frequently Asked Questions to comply with Arizona's commitment to meet the new timelines and requirements established by the USDE. As soon as possible, after USDE approval of ADE's Revised HQT State Plan and Revised Equity Plan, all documents will be updated and available via the HQT website. For example, the statewide HQT presentation (26 locations throughout this summer), as well as the Individual Highly Qualified Teacher

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Plan, School Plans, and LEA Plans templates and all notifications and other electronic communications pertinent to assist district and charter schools in reaching the HQT goals.

## **2. Reciprocity Agreements**

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.

## **3. Reduction of Emergency Teaching Permits**

To assure that Emergency Certificates are used primarily to solve short term certification problems, the State Board of Education adopted new administrative rules limiting the use of Emergency Teaching Certificates in Arizona. These rules 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 candidates are enrolled in alternative paths to certification. They are entitled to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate.

## **4. HQT Requirements for Charter School Teachers**

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. *See pages 15-18 of the Revised State Plan for Highly Qualified Teachers, September 29, 2006 for a detailed analysis of this data.*

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To address these issues, 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.

### **H) Evidence of Probable Success – Research Base**

ADE will continue to monitor and evaluate the success of the programs and initiatives described above through collection of HQT data and evidence of program implementation.

ADE staff has utilized a variety of research and the resources from higher education, school districts, the USDE, Comprehensive Centers, professional organizations and others in identifying strategies that will result in meeting the HQT goals. A sampling of the research that most informed this plan appears below:

1. The following research supports Arizona's equity plan design to address the challenges in teacher inequality:

#### The Education Trust

*The Teacher Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality* is significant to Arizona because of its high rates of minority population, ELL and poverty. More than 154,000 ELL students attend Arizona schools and, based on Title I census data, the statewide poverty rate is 20%. The following immediate steps were recommended in the Education Trust 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; and
- Improve the supply of teachers in critical areas.

2. The following research supports teacher recruitment strategies that encourage "Grow Your Own" and tapping human resources from within the local school community:

#### Journal of Policy Analysis and Management

*The Draw of Home: How Teacher's Preferences for Proximity Disadvantage Urban Schools* by Donald Boyd, Hamilton Lankford, Susanna Loeb, and James Wyckoff.

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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; and
- 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 who are interested in teaching; and
- 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.

3. The following research supports the use of National Board Certification as a retention strategy:

### The Southeast Center for Teaching Quality

*Recruiting and Retaining National Board Certified Teachers for Hard-to-Staff, Low Performing Schools: Silver bullets or Smart Solutions* by Berry, B., & King. Over the last 15 years, research has consistently identified the inextricable links between the quality of teachers and teaching, and the achievement. However, scholars have struggled to come to a consensus on how to identify accomplished teachers – until recently. Over the last year, three separate research studies have shown that National Board Certified Teachers actually do produce greater student achievement gains than their counterparts, and do so especially for lower achieving students. These studies support what most teachers who seek Board Certification have claimed – the process offers the most rigorous professional development experiences they have ever had. The National Board for Professional Teaching Standards has developed and made available sophisticated teaching instruments in nearly two dozen fields. Most states, including Arizona have chosen to make investments in teachers who undertake the rigorous performance-based assessment.

4. The following research supports Arizona’s efforts to study the retention and recruitment of teachers in high needs schools.

### Arizona State University

*Keep Expanding Effective Practices; Highly-Accomplished Teachers’ Preferences Study Results* by Audrey Amrein-Beardsley, Ph.D. Assistant Professor. This Arizona study found that while highly-accomplished teachers are urged to work in America’s most challenging schools, these teachers are largely underrepresented in high-needs areas (Darling-Hammond, 1995; Goldhaber, Perry & Anthony,

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2003; Ingersoll, 2003). Across the nation, only approximately 15% of America's highly-accomplished teachers teach in high-poverty, underachieving schools (Humphrey, Koppich & Hough, 2005). In efforts to understand what the state of teacher quality is in Arizona and to understand what it might take to retain and recruit highly-accomplished teachers in high-needs schools in the state, the Arizona Education Association and National Education Association funded the KEEP Quality Teachers Project Grant.

5. The following research supports focusing on leadership, capacity building, and empowerment of teachers and principals to facilitate change in their schools and school districts (used as the basis for the design of the Wallace Grant and the TIF):

The Bureau of Educational Research and Services at Arizona State University  
*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 recorded. Small dialogue groups discussed "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. The items were classified by topic: Leadership, Communication, Management, Teaching and Learning, Change, Community/Culture, Politics, Problem Solving, Staff Development, and Character Traits.

The Morrison Institute for Public Policy - Beat the Odds

*Why Some Schools With Latino Children Beat the Odds and Others Don't* (March 2006) – written by Jim Collins (*Good to Great*) - 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. 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 focuses 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;

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- 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.

6. The following description of the Rodel Foundation’s work in Arizona schools is based on five research-based strategies.

### 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, and
  - c. Performance pay;
3. Smaller school sizes or “schools within schools”;
4. Smaller class sizes in lower elementary grades, primarily in K-3; and
5. Structured tutoring for struggling students.

### **I) Technical Assistance, Monitoring, Corrective Action, and Sanctions State Role**

In Arizona, each district must present a plan and timeframe to accomplish the goal of having 100 percent of core academic classes taught by HQ teachers in its Title II, Part A application. Districts must offer appropriate methods for teachers to become HQ and must address all groups of teachers who have not met requirements. Applications are not approved and funds may be withheld until districts are in full compliance with this expectation.

ADE monitors the equitability of teacher assignment through the collection of HQT data and each annual revision to the Title II, Part A application. In fact, this year’s application includes a requirement that each district and charter school describe their plans for equitable teacher assignment. The State will use HQT data that identifies classes taught by teachers who are not highly qualified and the average teaching experience of teachers to determine high priority district and charter schools. Technical assistance will be prioritized for high poverty and high minority LEAs with the greatest percent of classes taught by teachers who are not highly qualified and high percentages of inexperienced teachers.

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As described above, HQT data will be collected during the month of December for the 2006-07 school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to districts. The State will monitor LEAs for individual documented plans for non-HQ teachers to become HQ. Upon ADE request, LEAs are also required to provide a copy of the letter of notification sent to parents in instances in which the non-HQ teacher is teaching a core academic class in a Title I setting.

Approximately 80 on-site visits will be conducted by ADE Program Specialists and Directors responsible for NCLB Title I-A, II-A and Title V-A in compliance monitoring cycle 2006-07. During these on-site visits, specialists will review records and transcripts of teachers teaching in core academic subject areas. HQT compliance and monitoring documents will guide the review to determine compliance. Specialists will document compliance activities and determine findings if necessary. Compliance findings will be stored in a tracking database and monitored for final compliance by program specialists.

And finally, ADE Standard Operating Procedures allow for suspending or withholding grant awards to LEAs that are out of compliance with state and/or federal regulations. This SOP states that

“It is the position of the Arizona Department of Education that school districts and charter schools who materially fail to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, may be subject to one or more of the following actions, as appropriate in the circumstances:

- (1) Temporary withholding of cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the awarding agency;
- (2) Disallowance (that is, denial and use of funds and matching credit for) all or part of the cost of the activity or action not in compliance;
- (3) Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's program;
- (4) Withholding of further awards for the program; or
- (5) Other remedies that may be legally available, which provides that if the sponsor of the charter school determines at a public meeting that the charter school is not in compliance with federal law, with the laws of this state or with its charter, the sponsor of a charter school may submit a request to the department of education to withhold up to ten per cent of the monthly apportionment of state aid that would otherwise be due the charter school.”

The following protocols have been developed by ADE to ensure that all teachers are highly qualified and that poor and minority children are not taught by inexperienced, unqualified or out-of-field teachers at higher rates than other children.



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### State Protocol - ADE will:

- Ensure on-site monitoring occurs for each LEA on the established six year cycle and/or upon receipt of a substantiated complaint, if necessary due to unusually high numbers of emergency certificates, and when significant concerns arise over the accuracy of HQT data;
- During on-site program monitoring, the following evidence is reviewed:
  - Principal's verification of compliance;
  - Signed and written plans to meet HQ status for each teacher who has not yet met the requirements and supporting documentation;
  - Documentation supporting designation of HQ and non-HQ teachers
  - School Plan for Teachers becoming HQ
  - Teacher Plans for becoming HQ
  - Funding for non-HQ strategies (coursework and testing)
  - Teacher credentials
  - Teacher assignment
  - Parent's *Right to Know* and *Non-HQT* notices
    - Date notices distributed,
    - Method of distribution, and
    - Understandable format.
- Participate in the ADE Cross-Unit Communication team in which concerns regarding district and charter schools are addressed and coordinated technical assistance and/or sanctions are planned and delivered;
- Collect, review, and authorize each LEA HQT Summary Report;
- Collect, review, authorize, and monitor each LEA plan for Highly Qualified Teachers (including funding and specific plans to assist non-HQ teachers);
- Provide technical assistance to LEAs in accessing high quality professional development for their non-HQ teachers;
- Provide on-going support to LEAs to ensure that all teachers are highly qualified by the prior to the beginning of the 2007-08 school year and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or out-of-field teachers; and
- Annually report publicly and to USDE updated HQT data, assess progress relative to the 100% HQT goal, and percentage of teachers participating in high quality professional development.

### LEA Role

Districts use a variety of available resources, including Title II, Part A allocations, to ensure that teachers of core academic subjects who have not met requirements become highly qualified. Priority must be made to target funds toward teachers who are not yet highly qualified. Specific strategies that districts have identified in their yearly plans include the following ways to support teachers in meeting HQT requirements:

- Reimbursing for courses needed for full certification or for demonstration of content mastery;
- Offering study sessions for exam preparation;

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- Reimbursing for AEPA (Arizona Educator Proficiency Assessment);
- Supporting completion of HOUSSE, as appropriate;
- Providing support and stipends for National Board for Professional Teaching Standards Certification beyond the support provided by the State if 100% of their core academic teachers are highly qualified; and
- Stipulating in teacher contracts the necessary steps and timeline to meet HQ requirements.

Districts are also reevaluating how teacher assignments are made. To the degree it is necessary and educationally advantageous, districts and schools are reassigning teachers to classes for which they are HQ. Since course scheduling data are essential in identifying classes taught by teachers who are not HQ, districts must ensure that scheduling and teacher information entered at the school level are complete and accurate.

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### **LEA Protocol - LEAs will:**

- Complete and submit a *Highly Qualified Teachers Summary Report* to ADE. This report must include the number and percentage of teachers non-HQ, the number and percentage of classes taught by non-HQ teachers, and required subgroup data in areas the LEA did not make AYP;
- Complete and submit an *LEA Plan for Highly Qualified Teachers* providing the specific strategies and support, including funding sources, that will be provided to all non-HQ teachers;
- Provide assurance that the *LEA Plan for Highly Qualified Teachers* aligns with the NCLB Final Consolidated Plan;
- Provide assurance that the *LEA Plan for Highly Qualified Teachers* aligns, as appropriate, to the Arizona School Improvement Plan;
- Provide access to resources to ensure that all teachers are highly qualified by the prior to the beginning of the 2007-08 school year to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or out-of-field teachers; and
- Provide evidence supporting HQT requirements to ADE on-site program monitors.

### **School Protocol – School administrators will:**

- 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 to meet HQT requirements;
- Assist non-HQ teachers in completing Individual Teacher Highly Qualified Teacher Plans annually;
- Align their Arizona School Improvement Plan activities with the HQT requirements to ensure all teachers are HQ by the end of the 2006-07 school year;
- Prioritize the assignment of teachers to those classes for which they are highly qualified whenever possible;
- Inform parents of their right to know their child's teachers credentials; and
- Send home notices to parents when their child is being taught by a not highly qualified teacher for 4 weeks or more.

### **Teacher Protocol – Teachers will:**

- Complete and submit an Individual HQT Plan to the building principal providing the timeline to become HQ if assigned to a class for which they are not HQ within four weeks of employment.

### **Charter school technical assistance and compliance monitoring**

The following joint technical assistance and monitoring responsibilities have been agreed to by the State Board for Charter Schools and ADE.

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### **Technical Assistance includes:**

- 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;
- Promoting and hosting specific HQT informational meetings for charter schools presented by the Highly Qualified Professionals Section;
- Facilitating communication between the Arizona Charter Schools Association and the Highly Qualified Professionals Section;
- Including HQT collection and reporting documents in the First Year Site Visit technical assistance packet; and
- Participating in HQT charter school monitoring conducted by the Highly Qualified Professionals Section.

### **Compliance monitoring**

The State Board for Charter Schools has established monitoring procedures for the charter schools under its sponsorship.

- First Year site visits provide the charter holder an opportunity to demonstrate the implementation of specific components of its charter and provide the Board an opportunity to provide additional technical assistance regarding compliance with the charter contract. One component of the technical assistance has been the continued updates on the requirements for highly qualified teachers. Board staff works closely with the Highly Qualified Professionals Section of the Academic Achievement Division of the Arizona Department of Education. Material in the current technical assistance packet includes information about the reporting requirements for charter schools, including all of the collection documents needed to accurately complete the reports;
- The current Five Year Review process has a reporting component that asks whether all content area teachers are highly qualified; and
- Based on the level of future technical and financial support and guidance provided by the Arizona Department of Education for HQT overall and specifically as it relates to charter schools, the State Board for Charter Schools proposed to convene a study session by December 30, 2006 to discuss the possible addition of further monitoring components and potential sanctions related to a charter's compliance with NCLB. Topics for discussion may include:
  - Revising the monitoring structure to include HQT compliance.
  - Adding HQT compliance to the compliance review for amendments.
  - Adding a requirement to contract renewal that includes compliance with HQT.
  - Establishing sanctions for non-compliant charter schools (not receiving Title funds) that would be comparable to non-compliant Title funded LEA sanctions. This may require an Attorney General's opinion.

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### **J) Reflecting back and looking forward**

ADE acknowledges the importance of having a highly qualified teacher in every classroom. To that end, the State has:

- Expanded its capacity to collect and analyze statewide longitudinal teacher, school, and district HQT data;
- Provided ongoing communication regarding HQT requirements with multiple school operators in Arizona (district schools, charter schools, and Bureau of Indian Affairs schools);
- Developed collaborative policies and practices with higher education through the Teacher Education Partnership Commission to address recruitment, retention, mentoring and induction, licensing, and professional development;
- Expanded Az LEADS to provide high quality, research-based training and support for PK-12 education leaders;
- Initiated a Teacher Working Conditions Survey to address school climate and working conditions at high-need schools in order to retain teachers;
- Created a cross agency communication team to address teacher quality issues and coordinate the provision of technical assistance and monitoring in non AYP schools;
- Improved services to teachers by bringing the offices of Certification and Highly Qualified Professionals together under one leader;
- Limited emergency certification;
- Expanded alternate routes;
- Eliminated the long-standing practice of hiring teachers in charter schools without Bachelor's degrees;
- Utilized private funding to support high needs schools teacher retention, recognition, professional development and leadership; and
- Maintained and expanded partnerships to create a seamless statewide approach to ensuring Arizona's teachers are highly qualified and Arizona's students receive a high quality education.

Ultimately, it is ADE's mission to ensure that all students achieve the Arizona standards thereby truly leaving no child behind. That goal can only be achieved when every child is taught by a highly qualified teacher. We believe that given the opportunity to learn, all students can achieve to high levels. In order to support the mission our next steps are:

#### **Step 1—Dissemination of Information**

Information will be disseminated to district and charter schools beginning this fall reminding them of the importance of having highly qualified and experienced teachers in schools with higher numbers of poor and minority students. District and charter schools will be encouraged to consider this issue as they make teaching assignments. They will also be reminded of NCLB Title II HQT requirements and also Arizona certification rules. Reporting documents and technical assistance tools will be made available via the ADE HQT website, fall federal programs workshops, and summer HQT conferences.

## Arizona Department of Education - Highly Qualified Teachers Equity Plan

### **Step 2—Data Collection and Analysis**

ADE will begin the annual web-based HQT data collection from all LEAs (including charter schools) in December 2006 for the 2006-2007 school year. The data will be analyzed to determine which schools have teachers who are not highly qualified. In addition, the data will be analyzed according to poverty levels to determine if higher poverty schools have greater numbers of teachers who are unqualified or out-of-field. Adequate Yearly Progress (AYP) data will also be reviewed to determine which groups of students experience an achievement gap.

### **Step 3—Communicate with Identified LEAs**

Once district and charter schools are identified as having higher numbers of inexperienced, unqualified or out-of-field teachers in higher poverty schools, ADE will review the LEA's *Plan for Highly Qualified Teachers* to determine what strategies are being implemented to address this issue. The ADE will communicate with the LEAs to determine what the contributing factors are that cause this situation to exist and provide technical assistance to help ameliorate any inequities.

### **Step 4—Modifying LEA Plans**

LEAs may need to modify their *Plan for Highly Qualified Teachers* if there are insufficient strategies or plans for addressing equity issues. ADE will provide on-going support to LEAs to ensure that all teachers are highly qualified prior to the beginning of the 2007-08 school year and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, and/or out-of-field teachers. To this end, ADE has created a new position, and is hiring, a Title II specialist to provide consultant services to district and charter schools in their development, implementation and evaluation of HQT initiatives.

### **Step 5—Monitoring Equitable Distribution of Teachers**

ADE will monitor the issue of equitable teacher assignments in two ways. The first is to annually review the data on teaching assignments through the HQT data collection. The second is through the Local Consolidated Plan monitoring process. In monitoring Title II Part A, the ADE staff will account for, evaluate, report to the public and address the distribution of highly qualified teachers and inexperienced teachers.