



State of Arizona

**Department of Education**

Tom Horne  
Superintendent of  
Public Instruction

July 31, 2006

Dear Education Professionals:

I have asked the Arizona Department of Education to do everything possible to provide opportunities for growth for the education professionals of our State. This catalog represents the efforts of the Academic Achievement Division to assist you to be the best you can be.

This Division encompasses Title I, Part A – No Child Left Behind, Title II, Part A – Highly Qualified and Teacher Certification, Title V – Innovative and Exemplary programs, Health and Nutrition, and Financial – Operation Services.

I encourage you to refer to this catalog regularly and to take advantage of the professional development, technical assistance, and statewide conference opportunities. We are proud of the accomplishments of our Arizona education communities and look forward to providing you with the strongest resources available.

Sincerely,

A handwritten signature in cursive script that reads "Tom Horne".

Tom Horne

# Arizona Department of Education (ADE) Academic Achievement Division Professional Development and Technical Assistance Catalog

Welcome:

As an educator, you find that your entire career is continual learning...not only for your students, but also for yourself. For us, scholarship does not diminish with time or responsibility. It is integral to personal growth and critical to the attainment of excellence in our chosen field. From the most basic levels of technical assistance to specialized content-area instruction to gaining teaching wisdom, the acquisition of knowledge is an ever-unfolding and ever-enriching experience.

To assist you in focusing your professional development aims, the staff of the Academic Achievement Division (AAD) has produced this catalog. It encompasses three major categories: Professional Development, Technical Assistance and Statewide Conferences; these are explicitly defined in the Table of Contents. The catalog will provide:

1. What professional development event is available, who is producing it, and when/where it is showcased,
2. What is the intended aim in producing an event for you, and
3. The demonstrable outcome; what new knowledge or skills you will gain by having participated.
4. **Note:** Each entry in this catalog is based on a corresponding standard (or multiples thereof) from the *Standards and Rubrics for School Improvement* as produced by the ADE School Effectiveness Division.

In addition, all entries list a programmatic contact and/or a logistics (operational) contact to assist with questions. For specific details, such as: times, costs (if applicable) and registration, please visit the ADE *Calendar of Events* home-page link. ([www.ade.az.gov](http://www.ade.az.gov))

The AAD not only encompasses the entitlement programs under *No Child Left Behind* (NCLB), but other areas of responsibility that are intrinsic to the K-12 education process. The following units have collaborated to produce this catalog for you:

- **Title I:** Comprehensive School Reform, NCLB Monitoring, NCLB Plans, Neglected or Delinquent, Para-Pro Professional Development, Parent Involvement, School Improvement, School-Wide Programs, Services to Private Schools, State Tutoring, Supplemental Educational Services
- **Title II:** Certification, Highly Qualified Professionals, Teacher Compensation, Teacher Recruitment, Teacher Retention
- **Title V-Innovative & Exemplary:** Arts Education, Dropout Prevention, High School Renewal & Improvement, Indian Education
- **Operations:** Central Processing, Financial Services
- **Health & Nutrition:** Child and Adult Care Food Program, National School Lunch Program, Summer Food Service Program, Support Services, Financial Services

This is a valuable and practical professional development tool; it has been designed and developed with your real-world schedules and time-constraints in mind. It is our sincere hope that these offerings will galvanize your quest for personal excellence. As written so eloquently by the poet Yeats: "*Education is not the filling of a pail, but the lighting of a fire.*"



Karen Butterfield, Ed. D.  
Associate Superintendent  
Academic Achievement Division



## Interactive Catalog Features

When utilizing this catalog, please note that many items are interactive. By clicking on conference titles, contact names, or the table of contents, you will be provided with future conference information, registration capabilities, the ability to quickly move throughout pages, or email templates. Please use these features to save time when choosing future professional development opportunities.

The Arizona Department of Education  
Academic Achievement Division

**Karen Butterfield**  
Associate Superintendent

Deputy Associate Superintendents:

<p><u>Nancy Konitzer</u></p> <p><b>Title I</b></p> <p>No Child Left Behind</p>	<p><u>Jan Amator</u></p> <p><b>Title II</b></p> <p>Highly Qualified &amp; Teacher Certification</p>	<p><u>Maxine Daly</u></p> <p><b>Title V</b></p> <p>Innovative &amp; Exemplary Programs</p>	<p><u>Mary Szafranski</u></p> <p><b>Health &amp; Nutrition</b></p>	<p><u>Richard Valdivia</u></p> <p><b>Operations</b></p>
<a href="#">Comprehensive School Reform</a>	<a href="#">Arizona Teacher Excellence Program (AzTep)</a>	<a href="#">Arts Education</a>	<a href="#">Child &amp; Adult Care Food Program</a>	<a href="#">Central Processing Unit</a>
<a href="#">Services to Private Schools</a>	<a href="#">Certification</a>	<a href="#">Dropout Prevention</a>	<a href="#">Financial Services</a>	<a href="#">Consolidated Reporting</a>
<a href="#">State Tutoring</a>	<a href="#">Highly Qualified Professionals</a>	<a href="#">High School Renewal</a>	<a href="#">Food Distribution</a>	<a href="#">NCLB Allocations</a>
<a href="#">Supplemental Educational Services</a>	<a href="#">National Board Teacher Certification Candidate Support</a>	<a href="#">Indian Education</a>	<a href="#">Support Services</a>	<a href="#">Supplement vs. Supplant Comparability Maintenance of Effort</a>
<a href="#">Para-Pro Professional Development</a>	<a href="#">Pay for Performance</a>		<a href="#">National School Lunch Program</a>	<a href="#">Teacher Loan Forgiveness Programs</a>
<a href="#">Parent Involvement</a>	<a href="#">Professional Development Leadership Academy (PDLA)</a>		<a href="#">Wellness Policy</a>	
<a href="#">School Improvement</a>	<a href="#">Teacher Compensation</a>		<a href="#">School Food Service Program</a>	
<a href="#">School-Wide Programs</a>	<a href="#">Teacher Preparation</a>			
<a href="#">NCLB Monitoring</a>	<a href="#">Teacher Recruitment &amp; Retention</a>			
<a href="#">NCLB Plans</a>	<a href="#">Teacher Testing</a>			
<a href="#">Neglected or Delinquent</a>	<a href="#">Title II-A Monitoring</a>			
	<a href="#">Title II-A Professional Development</a>			
	<a href="#">Title II-A Plans</a>			

**“...sustained, intellectually rigorous staff development is essential for everyone who affects student learning. This not only means teachers and principals, but also includes board of education members, district administrators, and support staff.”**

*NSDC’s Standards for Staff Development-Revised, 2001*

The Academic Achievement Division (AAD) of the Arizona Department of Education supports the professional development and on-the-job learning of a wide range of educational employees and prospective educators. Our overarching purpose is to help the adults who work in our public schools do their jobs well so that students can learn well. We act to fulfill this purpose by assisting teachers, administrators, counselors, librarians, and other educators; as well as nutritionists, grant managers, finance specialists, technology specialists, and other educational employees in developing the knowledge, skills, and insights they need to perform at high levels. The aim of all educational employees, regardless of their specific roles, must be the well-being and accomplishment of the students their schools and districts serve.

Our technical assistance and professional learning opportunities are based on the *National Staff Development Council’s (NSDC’s) Standards for Staff Development* (see page 4). While these Standards are intended for the professional learning of educators, we find that, with only slight modification, they also apply to the development of non-instructional school employees. For instance, the six **Process Standards**, the “how” of staff development – Data-Driven, Evaluation, Research-Based, Design, Learning, and Collaboration – define the approaches we take to provide support, information, and training to educators and other school workers.

- **Data-Driven:** We help our target audiences determine and track the data that are unique to their roles and that can inform their decisions about improving performance. We craft specific assistance based on needs that become apparent through our analyses of data.
- **Evaluation:** We use multiple sources of information about the effectiveness of our technical assistance and professional development to continually improve our offerings. In addition, we teach clients how to evaluate the effects of their professional learning on their own and their organization’s performance.
- **Research-Based:** We base our assistance and training on findings of “best practice” in the various functions performed by our target audiences. We also acquaint them with sources of such research and how to apply it to their work, as well as how to determine the effectiveness of new practices when an adequate research base is not available.
- **Design:** We focus on the intended outcomes of an intervention and on diagnoses of participants’ prior knowledge and experience to determine the most appropriate learning and communication strategies to use. We design the form of assistance that is most appropriate to the desired goal.
- **Learning:** We apply knowledge about adult learning and the change process to the professional development activities we organize.
- **Collaboration:** Teamwork is essential to the successful implementation of complex improvements in schools and school districts. We help clients determine whose cooperation they may need to enact particular changes and how to foster it. We practice what we preach by developing and employing collaboration skills with our colleagues.

NSDC's three **Content Standards**, the “what” of staff development—Equity, Quality Teaching, and Family Involvement—are relevant to non-instructional school personnel as well as to educators.

- **Equity:** The creation of safe and orderly environments characterized by mutual respect is as critical to effective job performance as it is to successful academic learning. We demonstrate respect for our clients and link the theme of equity to many forms of technical assistance and professional development that we provide.
- **Quality Teaching:** Although many of our clients are not educators themselves, we incorporate in our work with them, as appropriate, information about the components of quality teaching, the necessary conditions for its practice, and how one's own role may affect it.
- **Family Involvement:** All school employees are responsible for either directly or indirectly engaging stakeholders in the educational enterprise. We provide target audiences with the skills and knowledge to involve families and community members appropriately in their work.

Workplace characteristics often determine how professional information and learning by educational employees is acquired and whether or not it is put into practice. That is why the *NSDC Standards* include three that are called **Context Standards**—Learning Communities, Leadership, and Resources. Although we cannot fully implement these Standards on our own, we do promote their implementation locally.

- **Learning Communities:** As we model and help participants develop collaboration skills, we describe the kinds of team structures that foster continuous, high levels of learning and application of learning, and whose goals are aligned with those of school and district. Occasionally, we are able to establish virtual or in-person networks of participants, designed to help them learn from one another and to support each others' learning.
- **Leadership:** We frequently invite clients to consider the leadership they do or could exercise to guide and support the continuous learning of their colleagues and/or employees. We describe methods and structures to advance adult learning that is ultimately in the service of student learning. We also engage our own ADE colleagues in exploring our leadership role in increasing the number of schools and districts that support powerful forms of professional learning.
- **Resources:** NSDC advocates that ten percent of district budgets and 25 percent of an educator's time be devoted to learning and collaboration with colleagues. As appropriate, we encourage clients to analyze the effectiveness of their current allocations of time and financial resources to professional development. We provide tools that help schools and districts design comprehensive and coherent approaches to professional development.

*If you would thoroughly know anything, teach it to others.*

Tryon Edwards

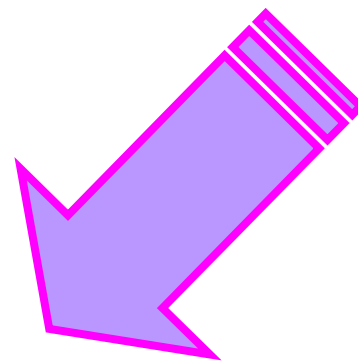
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Context Standards	Process Standards	Content Standards
<p><b>Staff development that improves the learning of all students:</b></p> <ul style="list-style-type: none"> <li>Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)</li> <li>Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)</li> <li>Requires resources to support adult learning and collaboration. (Resources)</li> </ul>	<p><b>Staff development that improves the learning of all students:</b></p> <ul style="list-style-type: none"> <li>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)</li> <li>Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</li> <li>Prepares educators to apply research to decision making. (Research-Based)</li> <li>Uses learning strategies appropriate to the intended goal. (Design)</li> <li>Applies knowledge about human learning and change. (Learning)</li> <li>Provides educators with the knowledge and skills to collaborate. (Collaboration)</li> </ul>	<p><b>Staff development that improves the learning of all students:</b></p> <ul style="list-style-type: none"> <li>Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)</li> <li>Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)</li> <li>Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)</li> </ul>

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*Learning is not attained by chance; it must be sought for with and ardor and attended to with diligence.*  
 Abigail Adams, 1780  
 (US wife of John Adams 1764 (1744-1818))

## What this Professional Development Catalog is based on:



The Academic Achievement Division (AAD) of the Arizona Department of Education is patterned on the model set by the School Effectiveness Division to produce a coherent, consistent cataloging of professional development for Arizona education professionals. Toward that end, every entry in this catalog is based on that division's *Standards and Rubrics for School Improvement*.

The [Standards and Rubrics for School Improvement](#) (PDF), are used by schools across Arizona in order to identify the strengths and limitations of their overall program. This catalog is a support for those standards and rubrics; it is also a tool to address the indicators stated in the standards.

The Standards and Rubrics for School Improvement are anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

- Standard 1: School and District Leadership Capacity**
- Standard 2: Curriculum, Instruction, and Professional Development**
- Standard 3: Classroom and School Assessments**
- Standard 4: School Culture, Climate, and Communication**

By drawing attention to the four standards related to improving student achievement, this catalog can help ensure that the assessment is evidence-based and thorough.

All professional development, technical assistance and statewide conferences offered by AAD are professional growth opportunities for Arizona educators.

For Local Educational Agencies (LEAs) to benefit to the fullest extent from these offerings, they must design, develop and implement a systemic and systematic plan that provides *follow-up and follow-through at the local level*.

We strongly encourage all **LEAs and school leadership teams** to attend state-sponsored professional development whenever possible.



Please note that this catalog contains events that may only be available at certain times of the year. The contact personnel found within catalog event descriptions will provide additional information.

## REGISTRATION INSTRUCTIONS

Registration for all events is completed through the Arizona Department of Education (ADE) online registration system. When you have found and selected the particular professional development, technical assistance or conference you wish to attend, please follow the steps below:

### To Register for an Event from this Catalog

- **Locate** the event you would like to attend,
- **Click** on the title of the event,
- If registration page is available, **click on the “Register” icon** (located next to the time and date of the event),
  - If registration is not available, please **use the contact information** to receive more information.
- **Fill out all fields** with the information of the conference attendee.
  - If you do not have a purchase order (PO) number, continue registering and bring the (PO) to the event.
- **Continue** to the next step,
- When ALL fields are completed, **press “Send”**,
- **Print/write down** the confirmation number located on the top of the page.

**BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT**

### To Register for an Event from the Calendar

- **Access** the ADE “Calendar of Events”, located at: <http://www.ade.az.gov/onlineregistration/calendar/RenderCalendar.asp>.
- **Locate** the event date you wish to attend (using the calendar located in the *upper right-hand corner* of the page),
- **Scroll** down the list of the day’s events until you find the one you are interested in attending.
  - If you do not know the date of the event, please click “*View Month*” and scroll down the list of events.
- **Click** on “Choose and Continue” which is to the right of the name of the event. After reading event description,
- **Click** on the icon “**Register**” located adjacent to event time/date,
- **Fill out all fields** with the information of the conference attendee.
  - If you do not have a PO number, continue registering and bring the PO to the event.
- Continue to the next step.
- When all fields are completed, **press “Send”**,
- **Print/write down** the confirmation number located on the top of the page.

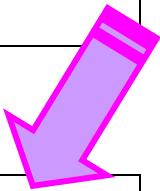
**BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT**

## PLEASE NOTE

Registration confirmation numbers are **required** on the day of the event. Please use the catalog contact information if a confirmation number is lost.

**DEFINITIONS**

<u>Conferences</u>	<u>Professional Development</u>	<u>Technical Assistance</u>
Scheduled statewide conferences that provide elements of professional development, technical assistance, and collegial networking to support continuous school improvement.	Ongoing, intensive focus on deepening academic content, pedagogical or program knowledge and skills. This may include (but is not limited to) strategies to more effectively teach or implement state standards for students, teachers, schools and to support continuous school improvement.	Scheduled and on-request events to comply with regulatory mandates and Arizona Department of Education (ADE) initiative requirements.



**Note: For ease in accessing information, offerings from each unit are color-coded.**

**Health & Nutrition:** Child and Adult Care Food Program, National School Lunch Program, Summer Food Service Program, Support Services, Financial Services, Food Distribution Program

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**Operations:** Central Processing, Financial Services

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**Title I-NCLB:** Comprehensive School Reform, NCLB Monitoring, NCLB Plans, Neglected or Delinquent, Para-Pro Professional Development, Parent Involvement, School Improvement, School-Wide Programs, Services to Private Schools, State Tutoring, Supplemental Educational Services

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**Title II:** Certification, Highly Qualified Professionals, Teacher Compensation, Teacher Recruitment, Teacher Retention

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**Title V-Innovative & Exemplary:** Arts Education, Dropout Prevention, High School Renewal, Indian Education

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**Health & Nutrition:  
National School Lunch Program**

**PROFESSIONAL DEVELOPMENT**

**Environmentally-Friendly Practices**

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To address environmental practices in the school nutrition services department.</p> <p><b>Audience/Targeted Attendees:</b> Administrators, food service directors, food service managers and teachers.</p>	<p>Topics of discussion include food service materials and foods that are cost effective, nutritious, and marketable, as well as environmentally-friendly. Recyclable products, food waste, cleaning supplies and more will be covered in this informative training.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <p>Apply increased numbers of environmentally-friendly practices in school food service programs.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Patricia Johnson 602-542-8782 <a href="mailto:patricia.johnson@azed.gov">patricia.johnson@azed.gov</a></p>

*Teachers open the door, you enter it by yourself.*  
**Chinese Proverb**

**Health & Nutrition:  
Child and Adult Care Food Program**

**PROFESSIONAL DEVELOPMENT**

**How Children Learn**

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To understand the differences in how adults and children process information and learn new material.</p> <p><b>Audience/Targeted Attendees</b> Food service directors, food service managers and teachers.</p>	<p>This class will provide information on the contrasting learning patterns and processing systems displayed by young learners and adults. Attendees will examine these different learning styles. This will assist them in effectively teaching children by applying effective strategies in their school nutrition environment.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <p>Create the optimal learning environment to assist children in absorbing information.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Patricia Johnson 602-542-8782 <a href="mailto:patricia.johnson@azed.gov">patricia.johnson@azed.gov</a></p>

*The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.*

**Anatole France**  
1844-1924

**Health & Nutrition:  
Food Distribution Program**

**PROFESSIONAL DEVELOPMENT**

## Introduction to Processing

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To assist Local Educational Agencies (LEAs) in the understanding the various steps in processing commodities in the school lunch program.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and managers.</p>	<p>To provide information on how to establish a basic step-by-step procedure on processing commodities through the use of tools provided by Food Distribution.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <p>Utilize commodities effectively/correctly in school lunch programs.</p> <p><b><u>Scheduling Questions:</u></b> Danielle Bowman 602-542-8729 <a href="mailto:danielle.bowman@azed.gov">danielle.bowman@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leona Benally 602-364-1965 <a href="mailto:leona.benally@azed.gov">leona.benally@azed.gov</a></p>

***That is what learning is. You suddenly understand something you've understood all your life, but in a new way.***  
**Doris Lessing**

**Health & Nutrition:  
National School Lunch Program  
PROFESSIONAL DEVELOPMENT**

## Labor Management

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To assist Local Educational Agencies (LEAs) to keep costs in check in an ever-tightening labor market.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and food service managers.</p>	<p>Labor management is a complex issue in many food service operations. This class will provide information to assist directors in staff management to ensure the preparation/delivery of nutritious food choices for students.</p> <p><b>Day/Date:</b> Thursday, January 25, 2007  <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul> </p>	<p>Participants will:</p> <p>Implement a well-managed, cost-effective and nutritionally-sound school food service program.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Patricia Johnson 602-542-8782 <a href="mailto:patricia.johnson@azed.gov">patricia.johnson@azed.gov</a></p>

***Management is nothing more than motivating other people.***  
**Lee Iacocca**  
**1924 -**

**Health & Nutrition:  
Child & Adult Care Food Program  
PROFESSIONAL DEVELOPMENT**

## Nutrition Education for Child Care Centers and Day Care Homes

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To ensure proper nutrition in child care centers and homes.</p> <p><b>Audience/Targeted Attendees:</b> Center directors, teachers and sponsoring organizations.</p>	<p>This class will be offered to all Child and Adult Care Food Program (CACFP)-sponsoring organizations to provide general nutrition education and to provide tools that the organizations can take with them to implement into their programs.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <p>Implement learned nutrition information and resources into food service programs in child care centers and homes.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Tracey Nissen 602-542-1550 <a href="mailto:tracey.nissen@azed.gov">tracey.nissen@azed.gov</a></p>

***Tell me what you eat, and I will tell you what you are.***  
**Anthelme Brillat-Savarin**  
**1755 - 1826**

**Health & Nutrition:  
National School Lunch Program  
PROFESSIONAL DEVELOPMENT**

## Stepping up Careers Creating Employee Satisfaction and Success (SUCCESS)

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To assist Local Educational Agency (LEA) directors/managers in developing an effective system for nutrition staff retention.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and food service managers</p>	<p>This session will provide information to assist attendees in developing effective training plans for their employees.</p> <p><b>Days/Dates:</b>            Tuesday, October 26, 2006            • 8:30 am to 12:30 am            Tuesday, February 13, 2007            • 8:30 am to 12:30 am</p>	<p>Participants will:</p> <p>Use the Arizona Department of Education (ADE)-created tool, “SUCCESS” to track employee training goals and progress towards meeting their objectives.</p> <p><b><u>Scheduling Questions:</u></b>            Teresa McCormack            602-542-8700  <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Patricia Johnson            602-542-8782  <a href="mailto:patricia.johnson@azed.gov">patricia.johnson@azed.gov</a></p>

***Always bear in mind that your own resolution to succeed is more important than any one thing.***  
**Abraham Lincoln**  
**1809 - 1865**



**Health & Nutrition:  
National School Lunch Program  
TECHNICAL ASSISTANCE**

## Arizona Nutrition Standards

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a detailed overview of A.R.S 15-242, the Arizona Nutrition Standards.</p> <p><b>Audience/Targeted Attendees:</b> Administrators, food service directors, food service managers and teachers.</p>	<p>This workshop will cover the purpose of the Arizona Nutrition Standards as well as give a detailed overview of the legal regulations. Also covered:</p> <ul style="list-style-type: none"> <li>• Specific food standards, beverage standards and</li> <li>• Portion sizes.</li> </ul> <p>An activity using the “Healthy Snack Turn” will be used to assist participants in selecting foods (using nutrition facts labels) that meet all nutritional standards.</p> <p><b><u>Phoenix Training Days/Dates:</u></b>            Tuesday, July 11, 2006            • 1:00 pm to 3:00 pm            Wednesday, July 12, 2006            • 10:00 am to 12:00 noon</p> <p><b><u>Flagstaff Training Days/Dates:</u></b>            Tuesday, August 1, 2006            • 8:00 am to 10:00 am</p> <p><b><u>Tucson Training Days/Dates:</u></b>            Tuesday, August 29, 2006            • 10:00 am to 12:00 noon</p>	<p>Participants will:</p> <p>Implement the Arizona Nutrition Standards and apply all learned principles to school food service operation.</p> <p><b><u>Scheduling Questions:</u></b>            Teresa McCormack            602-542-8700  <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Kacey Frey            602-542-8705  <a href="mailto:kacey.frey@azed.gov">kacey.frey@azed.gov</a></p>

**Health & Nutrition:  
Child and Adult Care Food Program**

**TECHNICAL ASSISTANCE**

## Business Track & A+ School Lunch

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p><b>Audience/Targeted Attendees:</b> Food service directors, food service managers, accountants and teachers.</p> <p><b>Note:</b> This class is <u>required</u> for new sponsors who wish to participate in the program.</p>	<p>This workshop defines:</p> <ul style="list-style-type: none"> <li>• The goal of the programs,</li> <li>• Who can participate,</li> <li>• Eligibility requirements,</li> <li>• The application process,</li> <li>• Record keeping requirements and</li> <li>• The reimbursement process.</li> </ul> <p><u>Please bring a calculator to this class.</u></p> <p><b>Days/Dates:</b></p> <p>Wednesday, January 3, 2007  <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul> </p> <p>Thursday, February 8, 2007  <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul> </p> <p>Wednesday, March 7, 2007  <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul> </p>	<p>Participants will:</p> <p>Comply with program regulations, requirements and correctly follow the reimbursement process.</p> <p><b><u>Scheduling Questions:</u></b>  Teresa McCormack  602-542-8700  <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>NSLP Programmatic Contact:</u></b>  Nicholas Dunford  602-542-8740  <a href="mailto:nicholas.dunford@azed.gov">nicholas.dunford@azed.gov</a></p> <p><b><u>CACFP Programmatic Contact:</u></b>  Tracey Nissen  602-542-1550  <a href="mailto:tracey.nissen@azed.gov">tracey.nissen@azed.gov</a></p>

**Health & Nutrition:  
National School Lunch Program**

**TECHNICAL ASSISTANCE**

**CNP Annual Financial Report**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet state and federal program requirements and regulations necessary for participation in the National School Lunch Program (NSLP).</p> <p><b>Audience/Targeted Attendees:</b> Business managers, food service directors, accountants, financial and business techs and school administrators from non-public schools responsible for fiscal reporting.</p>	<p>Provides hands-on computer training on accessing the CNP online application and creation and submission of the Food Service Annual Financial Report for non-public schools. The presentations will identify and explain common areas that present reporting challenges. Discussion, information exchange and participant networking will both broaden understanding of reporting requirements and provide solutions to participant real life problems.</p> <p><b>Pre-requisites:</b> Basic computer knowledge of Microsoft Windows and Internet browser.</p> <p><b><u>Phoenix Training Days/Dates:</u></b> Monday, August 21, 2006  <ul style="list-style-type: none"> <li>• 9:00 am to 12:30 pm <b>or</b></li> <li>• 1:00 pm to 4:00 pm</li> </ul> </p> <p><b><u>Flagstaff Training Days/Dates:</u></b> Wednesday, August 30, 2006  <ul style="list-style-type: none"> <li>• 9:00 am to 12:30 pm <b>or</b></li> <li>• 1:00 pm to 4:00 pm</li> </ul> </p> <p><b><u>Tucson Training Days/Dates:</u></b> Friday, September 1, 2006  <ul style="list-style-type: none"> <li>• 9:00 am to 12:30 pm</li> </ul> </p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Access the online system,</li> <li>• Create, revise and submit AFR report,</li> <li>• Comply with USFR reporting requirements and</li> <li>• Utilize information for improvement of the NSLP.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Mila Makal 602-542-8714 <a href="mailto:mila.makal@azed.gov">mila.makal@azed.gov</a></p>

**Health & Nutrition:  
Food Distribution Program**

**TECHNICAL ASSISTANCE**

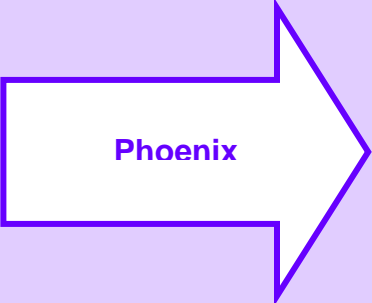
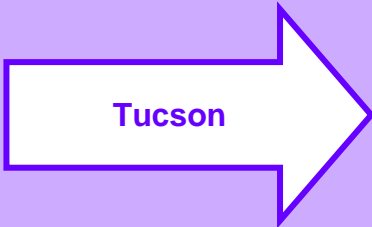

## Commodity Ordering Web-based Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To teach each participant how to order and manage commodities using the online system for Food Distribution.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and food service managers.</p> <p><b>Note 1:</b> This class is REQUIRED for any school food service personnel responsible for ordering commodities.</p> <p><b>Note 2:</b> (This class is not open to Food Service Management Company personnel.)</p>	<p>This three-hour training session will demonstrate how to manage USDA commodities using the Internet. Attendees will learn about allocations, how to refuse/order commodities, how to order directly from a commercial distributor and how to submit surveys.</p> <p style="text-align: center;"><b><u>NOTE SCHEDULE ON NEXT PAGE</u></b></p>	<p>Participants will:</p> <p>Implement research-based best practices in managing commodities, allocations and placing orders online.</p> <p><b><u>Scheduling Questions:</u></b> Danielle Bowman 602-542-8729 <a href="mailto:danielle.bowman@azed.gov">danielle.bowman@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Dawn Irvine 602-364-0714 <a href="mailto:dawn.irvine@azed.gov">dawn.irvine@azed.gov</a></p>

***Any sufficiently advanced technology is indistinguishable from magic.***  
**Arthur C. Clarke**  
 1917 -

## Commodity Ordering Web-based Training Schedule

Location	Day/Date/Time	
 <p><b>Phoenix</b></p>	Tuesday, August 15, 2006 • 8:30 am to 11:30 am <b>or</b> • 1:00 pm to 4:00 pm	Wednesday, August 30, 2006 • 8:30 am to 11:30 am <b>or</b> • 1:00 pm to 4:00 pm
	Wednesday, September 13, 2006 • 8:30 am to 11:30 am <b>or</b> • 1:00 pm to 4:00 pm	Tuesday, October 10, 2006 • 8:30 am to 11:30 am
	Tuesday, January 9, 2007 • 8:30 am to 11:30 am	Monday, January 29, 2007 • 8:30 am to 11:30 am
	Thursday, February 15, 2007 • 8:30 am to 11:30 am	Friday, February 16, 2007 • 1:00 pm to 4:00 pm
	Wednesday, March 7, 2007 • 8:30 am to 11:30 am	
 <p><b>Tucson</b></p>	Wednesday, September 6, 2006 • 8:30 am to 11:30 am <b>or</b> • 1:00 pm to 4:00 pm	Wednesday, October 4, 2006 • 1:00 pm to 4:00 pm
	Wednesday, January 17, 2007 • 1:00 pm to 4:00 pm	
 <p><b>Flagstaff</b></p>	Friday, August 25, 2006 • 8:30 am to 11:30 am <b>or</b> • 1:00 pm to 4:00 pm	Wednesday, September 20, 2006 • 1:00 pm to 4:00 pm
	Thursday, October 19, 2006 • 1:00 pm to 4:00 pm	Wednesday, February 21, 2007 • 1:00 pm to 4:00 pm

**Health & Nutrition:  
Financial Services**

**TECHNICAL ASSISTANCE**

**Computer Track**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to comply with state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP), the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).</p> <p><b>Audience/Targeted Attendees:</b> Food Service Directors, Food Service Managers, Accountants, Teachers.</p> <p><b>Note:</b> This workshop is required for any food service personnel responsible for submitting monthly reimbursement claims.</p> <div data-bbox="151 1367 514 1589" style="border: 1px solid black; padding: 5px;"> <p><b>Pre-requisite:</b> Business track training and basic computer knowledge of Microsoft Windows and Internet browser.</p> </div>	<p>Computer Track: The main focus of the training is to teach participants how to obtain access to the online system, how to navigate in CNP Web, how to submit online program applications and monthly reimbursement claims and how to obtain payment information.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Access the online system,</li> <li>• Navigate in the CNP Web,</li> <li>• Create, revise and submit program applications,</li> <li>• Create, revise and submit, reimbursement claims,</li> <li>• Look up reimbursements and</li> <li>• Estimate payment dates.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Mila Makal 602-542-8714 <a href="mailto:mila.makal@azed.gov">mila.makal@azed.gov</a></p>

**Health & Nutrition:  
Financial Services**

**TECHNICAL ASSISTANCE**

**Contracting with Food Service Management Companies (FSMC)**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To instruct participants in federal administrative and local procurement regulations for the purpose of using a Food Service Management Company (FSMC) in the successful operation of a school food service program.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and/or managers, business managers, purchasing professionals and superintendents.</p>	<p>The training will provide the schools the necessary tools and knowledge regarding the Federal administrative requirements and local procurement practices in the solicitation of a FSMC. Attendees/participants will learn how to evaluate their current food service operations and they will learn the nuts and bolts of the procurement procedures - from developing a Request for Proposal (RFP) to awarding a contract.</p>	<p>Participants will:</p> <p>Comply with federal and local regulations in successfully operating a school food service program with an FSMC.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Brian Walsh 602-542-6208 <a href="mailto:brian.walsh@azed.gov">brian.walsh@azed.gov</a></p>

**Health & Nutrition:  
Child and Adult Care Food Program**

**TECHNICAL ASSISTANCE**

## Nutrition Track & A+ School Lunch

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach participants how to meet state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p><b>Audience/Targeted Attendees:</b> Food service directors, food service managers, accountants, teachers, cooks, food service vendors.</p> <p><b>Note:</b> It is <u>required</u> for new sponsors who wish to participate in the program.</p>	<p>This workshop covers the basics of nutrition, safety and sanitation issues and food service program documentation. Food personnel will learn about meal pattern requirements and also learn how to create healthy menus. CACFP Food personnel will be introduced to the Creditable Foods Buying Guide and will learn how to complete production worksheets and food service cost reports.</p> <p><b>Days/Dates:</b></p> <p>Friday, February 9, 2007</p> <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul> <p>Thursday, March 8, 2007</p> <ul style="list-style-type: none"> <li>• 8:00 am to 5:00 pm</li> </ul>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Comply with program regulations/requirements,</li> <li>• Produce healthy menus,</li> <li>• Define creditable foods,</li> <li>• Complete production worksheets and</li> <li>• Maintain accurate food service cost reports.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>NSLP Programmatic Contact:</u></b> Nicholas Dunford 602-542-8740 <a href="mailto:nicholas.dunford@azed.gov">nicholas.dunford@azed.gov</a></p> <p><b><u>CACFP Programmatic Contact:</u></b> Mandy Quintanar 602 542-1970 <a href="mailto:mandy.quintanar@azed.gov">mandy.quintanar@azed.gov</a></p>



**Health & Nutrition:  
National School Lunch Program**

**TECHNICAL ASSISTANCE**

## Nutrition Education for Schools

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To explain various tools available for teaching nutrition education in schools.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors and teachers.</p>	<p>The <i>United States Department of Agriculture</i> (USDA) has mandated that all schools have a wellness policy in place, with part of that policy including a nutrition education component. This class will show how to use the various resources available to meet this new requirement.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Implement nutrition education as an integral part of school policy/school environment and</li> <li>• Comply with federal mandates.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Patricia Johnson 602-542-8782 <a href="mailto:patricia.johnson@azed.gov">patricia.johnson@azed.gov</a></p>

*We are indeed much more than what we eat, but what we eat can nevertheless help us to be much more than what we are*  
**Adele Davis**

**Health & Nutrition:  
Child and Adult Care Food Program**

**TECHNICAL ASSISTANCE**

## Preparing For Your Administrative Review

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p><b>Audience/Targeted Attendees:</b> Food service directors, food service managers, accountants and teachers.</p>	<p>This class will identify the requirements for program compliance. You will conduct a mock administrative review and discuss common findings observed during a review.</p> <p><b>Pre-requisites:</b> Business and Nutrition Track Training.</p> <p><b><u>Training Days/Dates</u></b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>	<p>Participants will:</p> <p>Comply with all program regulations and requirements and identify/fulfill program expectations.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>NSLP Programmatic Contact:</u></b> Katrina Klatt 602-542-8711 <a href="mailto:katrina.klatt@azed.gov">katrina.klatt@azed.gov</a></p> <p><b><u>CACFP Programmatic Contact:</u></b> Tracey Nissen 602-542-1550 <a href="mailto:tracey.nissen@az.ed.gov">tracey.nissen@az.ed.gov</a></p>

**Health & Nutrition:  
National School Lunch Program**

**TECHNICAL ASSISTANCE**

## Provision 2 & 3 (Special Assistance)

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To learn the regulations applied to the Special Assistance program under the National School Lunch Program (NSLP).</p> <p><b>Audience/Targeted Attendees:</b> Local Educational Agencies (LEAs) participating in <i>Provision 2 or 3</i>, food service directors, business managers and other administrative staff.</p>	<p>This workshop is only for sponsors who are on <i>Provision 2 or 3</i> (commonly known as Special Assistance). Attendees will learn about claiming and counting procedures, updated state and federal regulations and controlling costs.</p> <p><b><u>Phoenix Training Days/Dates</u></b> Friday, March 16, 2007 • 2:00 pm to 4:00 pm</p>	<p>Participants will:</p> <p>Comply with all program regulations and requirements.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Nicole Anderson 602-364-2354 <a href="mailto:nicole.anderson@azed.gov">nicole.anderson@azed.gov</a></p>

***The welfare of the people is the highest law.***  
**Cicero**  
**106 BC – 43 BC**

**Health & Nutrition:  
National School Lunch Program**

**TECHNICAL ASSISTANCE**

**Serving it Safe**

Corresponding standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To teach a food safety curriculum for and administer the Certified Food Safety Manager Exam.</p> <p><b>Audience/Targeted Attendees:</b> Food service directors, food service managers and Local Educational Agency (LEA) employees in direct contact with food service.</p>	<p>This is a nationally-recognized sanitation and safety course that is designed to help managers and employees keep their kitchens safe, clean and sanitary.</p> <p><b>Days/Dates:</b> January 30/31, 2007  <ul style="list-style-type: none"> <li>• 9:00 am to 3:00 pm</li> </ul> March 29/30, 2007  <ul style="list-style-type: none"> <li>• 9:00 am to 3:00 pm</li> </ul> </p>	<p>Participants will:</p> <p>Pass the Certified Food Safety Manager Exam from Maricopa County Environmental Services.</p> <p><b><u>Scheduling Questions:</u></b> Teresa McCormack 602-542-8700 <a href="mailto:teresa.mccormack@azed.gov">teresa.mccormack@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Cara Peczkowski 602-542-8703 <a href="mailto:cara.peczkowski@azed.gov">cara.peczkowski@azed.gov</a></p>

***Cleanliness and order are not matters of instinct, they are matters of education, and like most great things, you must cultivate a taste for them.***

**Benjamin Disraeli  
1804 - 1881**

**Operations**  
**TECHNICAL ASSISTANCE**

**Applications, Plans, & Reports: Understanding the Grant Process**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training to Local Educational Agencies (LEAs) to discern what is required within the annual cycle to receive state, federal and local funds via the Arizona Department of Education (ADE).</p> <p><b>Audience/Targeted Attendees:</b> District administrators, business managers, program coordinators and any staff responsible for grants.</p>	<p>This training (provided annually at the <i>ADE MEGA Conference</i>), provides a broad overview of the fiscal requirements for LEAs receiving federal/state grants through the ADE. This training will give participants a working understanding of each of the steps required in applying for, receiving, and reporting on grants administered by the ADE. Each component of these steps will be discussed in some detail by representatives of the Operations Unit, who may also be contacted for technical assistance following the training.</p> <p><b>Day/Date:</b> Annually, November</p>	<p>Participants will:</p> <p>Understand and comply with all regulations/requirements in the education grant process at ADE, including the following:</p> <ul style="list-style-type: none"> <li>• <i>No Child Left Behind</i> (NCLB) plans and Updates,</li> <li>• Grant applications (federal, state and local),</li> <li>• Reporting (Consolidated State Performance Report, various academic achievement reports,</li> <li>• Monitoring (fiscal compliance) and audits.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Justin Hernandez 602-542-7467</p> <p><b><u>Programmatic Contact:</u></b> Richard Valdivia 602-542-3270 <a href="mailto:richard.valdivia@azed.gov">richard.valdivia@azed.gov</a></p>

**Operations**  
**TECHNICAL ASSISTANCE**

**Arizona Association of School Business Officials (AASBO)  
Compliance Training**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To train LEAs to comply with the fiscal requirements of <i>No Child Left Behind</i> (NCLB) (Public Law 107-110) and the federal Office of Management and Budget (OMB) Circulars A-87/A-133 in addition to the fiscal reporting requirements of the Arizona Department of Education (ADE) NCLB monitoring guidelines.</p> <p>To train Local Educational Agencies (LEAs) to meet the challenges of “<i>maintenance of [fiscal] effort,</i>” “<i>supplement, not supplant</i>” and “<i>comparability of services</i>” in NCLB §1120A.</p> <p><b>Audience/Targeted Attendees:</b> District administrators, business managers, program directors and coordinators.</p>	<p style="text-align: center;"><u>NCLB Accountability</u></p> <p>The federal government is increasingly focused on accounting for use of federal grant funds. This training provides LEAs with the latest fiscal cost principles highlighted by the United State Department of Education (USDOE) Office of Inspector General and the White House Office of Management and Budget.</p> <p>ADE serves as the fiscal compliance monitoring agency for NCLB. This program will also prepare LEAs to meet current ADE monitoring guidelines.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Establish guidelines and procedures for NCLB spending and accounting,</li> <li>• Use OMB circulars governing state administration of federal programs,</li> <li>• Account for NCLB funds,</li> <li>• Respond to state monitoring requests,</li> <li>• Monitor spending of NCLB funds to ensure fiscal responsibility and</li> <li>• Avoid costly audit findings.</li> </ul> <p><b><u>Scheduling q Questions:</u></b> Administrative Assistant 602-364-1909</p> <p><b><u>Programmatic Contact:</u></b> Richard Valdivia 602-542-3270 <a href="mailto:richard.valdivia@azed.gov">richard.valdivia@azed.gov</a></p>

**Operations**  
**TECHNICAL ASSISTANCE**

## Charter School Training

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training for Local Educational Agencies (LEAs) to ensure compliance with the fiscal requirements of NCLB per Public Law 107-110 and OMB Circulars A-87 and A-133</p> <p><b>Audience/Targeted Attendees:</b> District administrators, business managers, program coordinators and any staff responsible for NCLB compliance.</p>	<p>This overview (for new or significantly expanded charter schools) will provide information on available resources, the allocation process and required reporting.</p> <p><b>Note:</b> The training is sponsored by the State Board for Charter Schools.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Determine for funding eligibility,</li> <li>• Apply for funding (if eligible),</li> <li>• Understand the Charter School Expansion Act and</li> <li>• Understand and comply with NCLB reporting requirements.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Administrative Assistant 602-364-1909</p> <p><b><u>Programmatic Contact:</u></b> Richard Valdivia 602-542-3270 <a href="mailto:richard.valdivia@azed.gov">richard.valdivia@azed.gov</a></p>

***When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it – this is knowledge.***  
**Confucius**  
**551 BC – 479 BC**

**Title I – NCLB  
CONFERENCES**

**MEGA Conference**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the latest information to K-12 education stakeholders on the requirements of current federal law, the effective implementation of federally funded programs, and any current initiatives of the Superintendent.</p> <p><b>Audience/Targeted Attendees:</b>            Superintendents, LEA administrators, NCLB coordinators, principals, teachers, Title I staff, federal program officers, professional development coordinators and parents.</p>	<p>The MEGA Conference is an annual assemblage under the umbrella of NCLB. Sessions are organized around an annual theme that provides technical assistance and/or professional development for the attendees.</p> <p>As a cooperative effort by multiple divisions of the ADE, the MEGA Conference provides opportunities to meet with and learn from a variety of department, school, and district staff members.</p> <p><b>Day/Date:</b>            Annually, November</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Comply with federal program requirements,</li> <li>• Choose and implement effective programs of instruction or professional development in order to meet student achievement goals and</li> <li>• Meet with other colleagues, engage in discussions, and discover additional resources.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b>            Christopher Dickinson            602-364-3345  <a href="mailto:christopher.dickinson@azed.gov">christopher.dickinson@azed.gov</a></p>



**Title I – NCLB  
CONFERENCES**

## No Child Left Behind (NCLB) Coordinators Spring Meeting

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide updated information regarding the implementation of <i>No Child Left Behind</i> (NCLB) Consolidated Programs and address compliance issues. Discuss procedures for completing current year projects and planning/applying for upcoming year projects.</p> <p><b>Audience/Targeted Attendees:</b>            NCLB program coordinators, federal program coordinators, Title I coordinators and Title I school staff.</p>	<p>Arizona Department of Education (ADE) staff will present current trends and information affecting the implementation of NCLB programs. Activities include the opportunity to provide input/feedback regarding NCLB.</p> <p><b>Day/Date:</b>            March 1<sup>st</sup>, 2007</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Share questions and/or concerns with ADE staff,</li> <li>• Utilize ADE systems effectively/in a timely manner when applying for funding and reporting on projects and</li> <li>• Network with colleagues to engage in discussions and discover additional resources.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b>            Christopher Dickinson            602-364-3345  <a href="mailto:christopher.dickinson@azed.gov">christopher.dickinson@azed.gov</a></p>

***Science is organized knowledge. Wisdom is organized life.***  
**Immanuel Kant**  
 1724 - 1804

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

**Arizona School Improvement Plan (ASIP) and  
School-wide (SW) Plan Integration**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To provide information on how to integrate the Arizona school improvement plans and school-wide plans.</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>This training will cover the requirements and processes for the development of Arizona school improvement and school-wide plans.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify similarities/differences of Arizona school improvement and school-wide plans,</li> <li>• Develop an integrated plan that includes needs, goals, implementation/evaluation and</li> <li>• Implement the Title I school process for planning, writing and evaluating integrated plans.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Tee Lambert 602-542-4353 <a href="mailto:tee.lambert@azed.gov">tee.lambert@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Gary Fortney 602-542-2014 <a href="mailto:gary.fortney@azed.gov">gary.fortney@azed.gov</a></p>

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

**No Child Left Behind (NCLB) Program Quality and Evaluation**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To enhance staff capability in Title I schools and Local Educational Agencies (LEAs) in the use of research and data to improve services to Title I students.</p> <p><b>Audience/Targeted Attendees:</b> NCLB Coordinators, Title I Coordinators, Title I School Staff</p>	<p>Participants will learn about the process for evaluating a Title I program to include collecting and analyzing data, as well as making decisions about the program’s effectiveness.</p> <p>Types of effective programs and sources for research-based solutions will also be presented.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Apply the evaluation process to Title I programs and</li> <li>• Evaluate research-based programs to meet the school’s needs.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Nancy Konitzer 602-542-7470 <a href="mailto:nancy.konitzer@azed.gov">nancy.konitzer@azed.gov</a></p>

*With regard to excellence, it is not enough to know, but we must try to have and use it.*  
**Aristotle**  
**384 BC – 322 BC**

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

## School-wide Program Development

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

**Standard 1 – School and District Leadership**

**Standard 2 – Curriculum, Instruction and Professional Development**

**Standard 3 – Classroom and School Assessment**

**Standard 4 – School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To provide information on the requirements of a Title I school-wide program</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>This training will cover the requirements from the <i>No Child Left Behind Act</i> (NCLB) and the process for developing a plan for a Title I school-wide program.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify the components of a school-wide Title I plan,</li> <li>• Lead a team of stakeholders in developing a plan (including needs assessment, program design, implementation and evaluation components) and</li> <li>• Provide administrative support to the Title I school in planning, reporting and evaluating of the school-wide program.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Gary Fortney 602-542-2014 <a href="mailto:gary.fortney@azed.gov">gary.fortney@azed.gov</a></p>

***A goal without a plan is just a wish.***  
**Antoine de Saint-Exupery**  
**1900 - 1944**

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

## Targeted Assistance Programs

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on the requirements of Targeted Assistance Programs</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>This training will cover the required <i>No Child Left Behind</i> (NCLB) components for the development of a Targeted Assistance Title I Program.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify components of a Title I Targeted Assistance Program and</li> <li>• Provide administrative support to Title I-targeted assistance schools.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contacts:</u></b></p> <p>Gary Fortney 602-542-2004 <a href="mailto:gary.fortney@azed.gov">gary.fortney@azed.gov</a></p> <p>Madeline Coccagna 602-542-5268 <a href="mailto:madeline.coccagna@azed.gov">madeline.coccagna@azed.gov</a></p>

***Strive for excellence, not perfection.***  
**H. L. Jackson Brown Jr.**  
**O Magazine, 2001**

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

## Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability

Corresponding Standard from the *Standards and Rubric for School Improvement*:  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>Provide administrators and teachers with a research-based framework that provides criteria and definitions in improving instructional practices for neglected and delinquent students.</p> <p><b>Audience/Targeted Attendees:</b> Institutional district leaders and school teams (including teachers, principals, paraprofessionals, law enforcement personnel and site administrators), district leaders and school teams (including teachers, site leaders and academic coaches).</p>	<p>This four-hour session will cover the Arizona State Standards and Rubrics to provide an effective academic program in a detention center, jail, institutional secure care facility or alternative education environment. In addition to discussing the state standards required for a graduation diploma and reviewing curriculum, administrators and teachers will see modeling and participate in discussions about scientifically-based research, curriculum, planning, teaming and assessment.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Apply research-based instructional practices to plan and assess effective standards-based instruction and</li> <li>• Implement the process to establish a learning community to deliver standards-based instruction.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Barbara Presler 602-542-7840 <a href="mailto:barbara.presler@azed.gov">barbara.presler@azed.gov</a></p>

**Title I – NCLB**  
**PROFESSIONAL DEVELOPMENT**

**What Does Scientifically Based Research Mean?**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize Local Educational Agencies (LEAs) and school staff with scientifically-based research and how it can be used to improve programs for students and teachers</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>The <i>No Child Left Behind Act</i> (NCLB) provides a specific definition of scientifically-based research (SBR) and requires schools and LEAs to use SBR when determining programs funded under the law. This training will provide:</p> <ul style="list-style-type: none"> <li>• An outline of the SBR requirements, Examples of programs that have a proven success rate as shown by SBR and</li> <li>• Assistance in evaluating claims of success by programs (that support instruction and/or professional development for teachers) to lead to improvement in academic achievement of students.</li> </ul> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify whether a research design meets SBR definitions,</li> <li>• Compare SBR programs and identify applicability to their own school or LEA and</li> <li>• Assist in the planning processes at the schools or the LEA for NCLB programs that require SBR considerations.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b>            Barbara Presler            602-542-7840  <a href="mailto:barbara.presler@azed.gov">barbara.presler@azed.gov</a></p>

**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## No Child Left Behind (NCLB) Consolidated Fiscal Application Training

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To update applicants on the procedures for submitting an NCLB Consolidated Programs Application for the current fiscal year</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators, Title I school staff and business managers.</p>	<p>Information presented will include:</p> <ul style="list-style-type: none"> <li>• The basic requirements for accessing the on-line application through the Grants System,</li> <li>• How to submit an approvable application and</li> <li>• The data elements needed to accompany the application.</li> </ul> <p>Program rules and allowable expenses will also be covered.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Submit an approvable application, following the basic steps outlined in the session and</li> <li>• Implement basic management and accounting procedures to ensure supervision of federal funds and complete collection of data.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b></p> <p>Lois Kruse 602-542-7473 <a href="mailto:lois.kruse@azed.gov">lois.kruse@azed.gov</a></p>

***Annual income twenty pounds, annual expenditure nineteen six, result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery.***  
Charles Dickens  
1812 – 1870, *David Copperfield*



**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## No Child Left Behind (NCLB) Consolidated Plan Training

Corresponding Standards from the *Standards and Rubrics for School Improvement*:  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide assistance with the development of the <i>No Child Left Behind</i> (NCLB) Final Consolidated Plan required for federal funding.</p> <p><b>Audience/Targeted Attendees:</b> Superintendents, NCLB program coordinators and Local Educational Agency (LEA) representatives.</p>	<p>Information on the components of a Final Consolidated Plan will be presented. Presenters will share how to submit the on-line plan and utilize the rubric provided to evaluate the plans.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Review their data based on the five goals,</li> <li>• Use the data to select programs that will meet the needs of the students and teachers,</li> <li>• Facilitate the planning committee at the local educational agency (LEA),</li> <li>• Submit an approval plan through the on-line system and</li> <li>• Oversee the implementation and evaluation of the plan.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Christopher Dickinson 602-364-3345 <a href="mailto:christopher.dickinson@azed.gov">christopher.dickinson@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Sheralyn Barclay 602-258-2410 <a href="mailto:sheralyn.barclay@azed.gov">sheralyn.barclay@azed.gov</a></p>

**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## No Child Left Behind (NCLB) Six-Year Cycle Monitoring

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

- Standard 1 – School and District Leadership**
- Standard 2 – Curriculum, Instruction and Professional Development**
- Standard 3 – Classroom and School Assessment**
- Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To outline the <i>No Child Left Behind</i> (NCLB) Six-Year Cycle Monitoring process and explain annual requirements.</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>All recipients of NCLB funds are subject to program monitoring. The Academic Achievement Division has organized the requirements across a six-year cycle. This workshop will outline the different responsibilities every LEA must comply with annually in the submission of <u>evidence of compliance</u> with NCLB Consolidated Program requirements.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Prepare and submit the appropriate evidence for each year of the NCLB Six-Year Cycle Monitoring and</li> <li>• Utilize the self-evaluative information to improve their Title I program(s) in the NCLB Six-Year Cycle Monitoring.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Tee Lambert 602-542-5343 <a href="mailto:tee.lambert@azed.gov">tee.lambert@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Bobbie Orlando <a href="mailto:bobbie.orlando@azed.gov">bobbie.orlando@azed.gov</a> 602-542-4392</p>

**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## Private School Services

Corresponding Standards from the *Standards and Rubrics for School Improvement:*

**Standard 1 – School and District Leadership**

**Standard 2 – Curriculum, Instruction and Professional Development**

**Standard 3 – Classroom and School Assessment**

**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information regarding the <i>No Child Left Behind</i> (NCLB) requirements for providing services to private school students, teachers and parents.</p> <p><b>Audience/Targeted Attendees:</b> NCLB Coordinators, Title I Coordinators, Title I School Staff, Private School Administrators</p>	<p>All districts with private schools located within their geographical boundaries and/or with resident students who attend private schools outside the Local Educational Agency's (LEA's) geographical boundaries are responsible for complying with NCLB requirements regarding <u>services to private school students, teachers and parents</u>. The responsibilities of the district and private school administrators, the fiscal requirements, and the funding formulas will be presented at the workshop.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the separate roles and responsibilities of the district and the private school administrators,</li> <li>• Learn the required topics for discussion in a timely and meaningful consultation and</li> <li>• Utilize funding formulas to determine equitable services.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Gary Fortney 602-542-2015 <a href="mailto:gary.fortney@azed.gov">gary.fortney@azed.gov</a></p>

**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## State Tutoring Program

Corresponding Standards from the *Standards and Rubrics for School Improvement:*

**Standard 1 – School and District Leadership**

**Standard 2 – Curriculum, Instruction and Professional Development**

**Standard 3 – Classroom and School Assessment**

**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information for participation in the State Tutoring Program.</p> <p><b>Audience/Targeted Attendees:</b> High school district representatives, high school principals, under-performing school staff and failing school staff.</p>	<p>Participants will learn about the components of the tutoring program (eligibility, parental role, the certificate/contract agreement, refunding funds, payment options, and the online reporting system), and steps for participation, based on A.R.S.15-241 (Q) and the recommendations of the Arizona State Board of Education.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify components of a tutoring program that encompasses the requirements set by law and the State Board of Education and</li> <li>• Use the on-line reporting system independently.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Debbie Francis 602-364-3177 <a href="mailto:debbie.francis@azed.gov">debbie.francis@azed.gov</a></p>

***All men by nature desire knowledge.***  
**Aristotle**  
**384 BC - 322 BC**

**Title I – NCLB**  
**TECHNICAL ASSISTANCE**

## Supplemental Education Services (SES)

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

- Standard 1 – School and District Leadership**
- Standard 2 – Curriculum, Instruction and Professional Development**
- Standard 3 – Classroom and School Assessment**
- Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information regarding the <i>No Child Left Behind</i> (NCLB) requirements for providing supplemental education services (SES) to students at schools identified in <b>Year 2</b> of restructuring in school improvement.</p> <p><b>Audience/Targeted Attendees:</b> NCLB coordinators, Title I coordinators and Title I school principals.</p>	<p>All districts with schools identified in <b>Year 2</b> of restructuring in school improvement are responsible for ensuring that parents are notified of free SES tutoring. This workshop will assist the Local Educational Agency (LEA) and school personnel to meet the NCLB requirements to ensure that services are offered to all eligible students. This workshop is provided in conjunction with School Improvement Process Workshops.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the separate SES roles and responsibilities of the LEA and the private SES providers,</li> <li>• Apply all of the legal requirements in the law regarding SES and</li> <li>• Establish a successful partnership with parents and providers in order to deliver quality services.</li> </ul> <p><b><u>Scheduling Questions and Programmatic Contact:</u></b> Madeline Coccagna 602-542-5268 <a href="mailto:madeline.coccagna@azed.gov">madeline.coccagna@azed.gov</a></p>

**Title II**  
**Highly Qualified Professionals**  
**STATE CONFERENCES**

## NATIONAL BOARD CANDIDATE LEADERSHIP CONFERENCE

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide targeted professional development to teachers going through the National Board Certification process.</p> <p><b>Audience/Targeted Attendees:</b>            Teachers pursuing National Board Certification.</p>	<p>This two-day workshop with <i>National Board Certified Teachers</i> (NBCT) offers knowledge and support for participants' targeted certificate area in the National Board process. This conference is in partnership with the regional universities, the Arizona Education Association, State Farm Insurance Company © and the Arizona K-12 Center.</p> <p><b>Day/Date:</b>            TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Incorporate new information into current practices,</li> <li>• Critique their entries and other candidate's entries in the National Board process and</li> <li>• Execute Core Proposition 5; <i>"Teachers are members of learning communities."</i></li> </ul> <p><b><u>Registration Questions:</u></b>            Marilyn Gooden            602-364-1842  <a href="mailto:marilyn.gooden@azed.gov">marilyn.gooden@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Lisa Kelley, NBCT            602-364-2191  <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>

***Leadership and learning are indispensable to each other.***  
**John F. Kennedy**  
 1917 - 1963

**Title II**  
**Highly Qualified Professionals**  
**PROFESSIONAL DEVELOPMENT**

**PROFESSIONAL DEVELOPMENT LEADERSHIP ACADEMY**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**  
**Standard 4 - School Culture, Climate and Communications**

INTENT	DESCRIPTION	OUTCOMES
<p>To develop the leadership capacity of teams to design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and that enhance student learning, thereby creating school cultures that support deep learning for students and adults alike.</p> <p><b>Audience/Targeted Attendees:</b>            Team members from schools, school districts, charters and other educational groups. (Recommended team size is six members of representative stakeholders.) Teams <b>must</b> include at least one administrator with authority to make decisions regarding professional development (principal and/or central office administrator).</p>	<p>In this three-year curriculum, small teams of educators from the same school or district learn together how to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving schools and raising student achievement. <b>Each year of the training series consists of four, two-day sessions and a three-day Summit in June which serves as a culminating event for the year’s work.</b></p> <p style="text-align: center;"><u><b>Year 1</b></u>            Focus on PD program design basics including data driven decision making, NSDC staff development standards, and PD models.</p> <p style="text-align: center;"><u><b>Year 2</b></u>            Focus on plan implementation, establishment of accountability and evaluation systems.</p> <p style="text-align: center;"><u><b>Year 3</b></u>            Advancement of learning about systemic change and focus on continuous leadership of improvement efforts.</p> <p><b>Day/Date:</b>  <a href="http://www.ade.az.gov/ess/pdla/Events.asp">http://www.ade.az.gov/ess/pdla/Events.asp</a></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Describe, analyze, &amp; critique their school or district’s current approach to PD,</li> <li>• Demonstrate skillful collaboration with team members and with colleagues,</li> <li>• Interpret school data and documents to decide on relevant PD interventions,</li> <li>• Decide how to build support for the structures and processes that are necessary to sustain quality PD,</li> <li>• Develop a plan for a comprehensive system of PD, and</li> <li>• Implement, evaluate and improve the PD plan.</li> </ul> <p><b><u>Registration Questions:</u></b>            Laura Dudzik  <a href="mailto:laura.dudzik@azed.gov">laura.dudzik@azed.gov</a>            602-364-1851</p> <p><b><u>Programmatic Contact:</u></b>            Donna Campbell  <a href="mailto:donna.campbell@azed.gov">donna.campbell@azed.gov</a>            602-364-1391</p> <p><b>Or:</b>            Miriam Podrazik  <a href="mailto:miriam.podrazik@azed.gov">miriam.podrazik@azed.gov</a>            602-364-4005</p>

**Title II  
Certification  
TECHNICAL ASSISTANCE**

## Alternative Secondary Path to Certification

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development<sup>5</sup>**

INTENT	DESCRIPTION	OUTCOMES
<p>To support school districts in reducing their number of emergency certified secondary teachers and increasing their number of “highly qualified,” certified secondary teachers by providing information and materials about this on-the-job teacher preparation process and by helping them form partnerships with institutions of higher education.</p> <p>To inform potential candidates of this on-the-job teacher preparation process.</p> <p><b>Audience/Targeted Attendees:</b> District and building-level administrators, deans and assistant deans of institutions of higher education and college graduates interested in alternative paths to certification.</p>	<p>Information sessions and one-on-one consultation can be scheduled upon request. Consultation for both school districts and institutions of higher education includes help in completing the <i>Alternative Secondary Path to Certification</i> applications and in drafting “memorandum(s) of understanding.”</p> <p>School districts may request consultation on recruiting “mid-career-changers” to the teaching profession.</p> <p>Additional Information regarding Alternative Paths to Certification may be accessed at:  <a href="http://www.ade.az.gov/asd/altpath/">http://www.ade.az.gov/asd/altpath/</a></p> <p><b>Day/Date:</b> Attendance at job fairs is provided upon request.</p>	<p><u>School district</u> participants will:</p> <ul style="list-style-type: none"> <li>• Learn how the Alternative Secondary Path process addresses the need to place “highly qualified” teachers in their secondary schools,</li> <li>• Identify potential higher education partners,</li> <li>• Learn of assistance programs through the Arizona Department of Education (ADE) for recruiting mid-career changers to the teaching profession and</li> <li>• Decide whether to engage in this program.</li> </ul> <p><u>Potential teacher candidate</u> participants will:</p> <ul style="list-style-type: none"> <li>• Identify school districts that participate in the Alternative Secondary Path,</li> <li>• Learn what career investment this program can offer them and</li> <li>• Select district-specific information.</li> </ul> <p><b><u>Scheduling Questions:</u></b>  Rosemary Gaona  602-364-3553  <a href="mailto:Rosemary.gaona@azed.gov">Rosemary.gaona@azed.gov</a></p>



**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## Arizona Teacher Performance Assessment (ATPA)

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide guidance to teachers (and to those who support teachers) in successfully completing the Performance Assessment required for converting Provisional Certificates to Standard Certificates.</p> <p><b>Audience/Targeted Attendees:</b> School district officials, human resource personnel, teachers, higher education representatives and education instructors.</p>	<p>Information about the timelines, expectations, requirements, and components of the ATPA is presented via workshop and consultation.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Discuss ways in which to help facilitate the assessment process and</li> <li>• Identify the requirements of the assessment.</li> </ul> <p><b><u>Programmatic Contact:</u></b>            Lisa Kelley, NBCT            602-364-2191  <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>

***Small opportunities are often the beginning of great enterprises.***  
**Demosthenes**  
**384 BC – 322 BC**

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

**Career Ladder Director Seminar**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**

<b>INTENT</b>	<b>DESCRIPTION</b>	<b>OUTCOMES</b>
<p>To support the effective work of directors/coordinators of Career Ladder programs.</p> <p><b>Audience/Targeted Attendees:</b> Career Ladder Directors/ Coordinators and school district office personnel</p>	<p>An informative briefing on updates in the Career Ladder Program, including the application process, and on analyses of factors affecting program success.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify factors influencing the successes of career ladder programs and</li> <li>• Apply knowledge and skills with regard to the program and the application process.</li> </ul> <p><b><u>Programmatic Contact:</u></b> Lisa Kelley, NBCT 602-364-2191 <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>

*You create your opportunities by asking for them.*  
**Patty Hansen**  
**Prevention Magazine, 11-05**

**Title II:  
Certification**

**TECHNICAL ASSISTANCE**

## Certification Displays at Education Events

Corresponding Standard: N/A

INTENT	DESCRIPTION	OUTCOMES
<p>To provide timely and convenient information and service to applicants seeking teaching jobs.</p> <p><b>Audience/Targeted Attendees:</b> Education job seekers and attendees at Arizona Department of Education (ADE)-sponsored conferences.</p>	<p>Information booths, displays, and ADE certification personnel offer one-stop certification information and services to participants in job fairs and attendance at ADE conferences.</p> <p><b>Day/Date:</b> At ADE conferences.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Choose the certification information that meets their needs,</li> <li>• Update their certification records, if so desired and</li> <li>• Commence their initial certification process, if so desired.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Pat Lane 602-364-2450 <a href="mailto:pat.lane@azed.gov">pat.lane@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Janet Pentek 602-364-2300 <a href="mailto:jan.pentek@azed.gov">jan.pentek@azed.gov</a></p>

*The best way to predict the future is to invent it.*  
Alan Kay

**Title II:  
Certification**

**TECHNICAL ASSISTANCE**

## Certification Information Sessions

Corresponding Standard from the *Standards and Rubrics for School Improvement*:  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide current, accurate certification information to educators who must disseminate it to others.</p> <p><b>Audience/Targeted Attendees:</b> School district administrators, personnel/human resources, university personnel/advisors, staff and education committees.</p>	<p>Presentations are scheduled and tailored to the audience. They include such topics as these:</p> <ul style="list-style-type: none"> <li>• Updates on certification rule revisions,</li> <li>• Certification rules and terms,</li> <li>• Specific certification rules:               <ul style="list-style-type: none"> <li>- Special Education,</li> <li>- Career and Technical Education and</li> </ul> </li> <li>• Certification procedures.</li> </ul> <p><b>Day/Date:</b> Upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Share information from presentation with other educators,</li> <li>• Discuss sources of materials used in presentation that can be reproduced or accessed by others and</li> <li>• Identify sources of additional information.</li> </ul> <p><b><u>Scheduling Question:</u></b> Pat Lane 602-364-2450 <a href="mailto:pat.lane@azed.gov">pat.lane@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Janet Pentek 602-364-2300 <a href="mailto:jan.pentek@azed.gov">jan.pentek@azed.gov</a></p>

*To succeed as a team is to hold all of the members accountable for their expertise.*  
Mitchell Caplan  
CEO, E-Trade Group, Inc.

**Title II:  
Certification**

**TECHNICAL ASSISTANCE**

## College/University On-site Certification Services

Corresponding Standard: N/A

INTENT	DESCRIPTION	OUTCOMES
<p>To provide documentation that supports new graduates in securing educator certificates.</p> <p><b>Audience/Targeted Attendees:</b> College/university education graduates of State Board approved preparation programs</p>	<p>Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services to process Institutional Recommendations for their students.</p> <p>Information about initial certification can be accessed at: <a href="http://www.ade.az.gov/certification/generalinfo.pdf">http://www.ade.az.gov/certification/generalinfo.pdf</a></p> <p><b>Day/Date:</b> Upon request from Arizona State Board of Education-approved teacher preparation programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Receive their teaching certificate that same day.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Pat Lane 602-364-2450 <a href="mailto:pat.lane@azed.gov">pat.lane@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Janet Pentek 602-364-2300 <a href="mailto:jan.pentek@azed.gov">jan.pentek@azed.gov</a></p>

*Make no little plans; they have no magic to stir men's blood...make big plans, aim high in hope and work.*  
Daniel H. Burnham  
1846 – 1912

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

**“Highly Qualified” Guidance**

Corresponding Standard from the *Standards and Rubrics for School Improvement*:

**Standard 1 – School and District Leadership**

<b>INTENT</b>	<b>DESCRIPTION</b>	<b>OUTCOMES</b>
<p>To support district-level and building-level administrators in fulfilling <i>No Child Left Behind</i> (NCLB) requirements for “highly qualified” teachers and paraprofessionals</p> <p><b>Audience/Targeted Attendees:</b> Superintendents, principals, human resources directors, special education directors and department chairpersons.</p>	<p>Current guidance on NCLB requirements for “highly qualified” teachers and paraprofessionals will be provided via presentation and questions and answers.</p> <p>Follow-up onsite visits with faculty may be scheduled by building principals.</p> <p>“Highly qualified” information and forms may be accessed at: <a href="http://www.ade.az.gov/asd/hqp/">http://www.ade.az.gov/asd/hqp/</a></p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify the difference(s) between state certification requirements and federal “highly qualified” requirements,</li> <li>• Identify the requirements for highly qualified teachers in core academic areas,</li> <li>• Identify the requirements for highly qualified paraprofessionals in Title I schools and</li> <li>• Complete the Highly Qualified Teacher Attestation, the <i>High Objective Uniform State Standard of Evaluation</i> (HOUSSE) rubric(s) and Principal Verification Form.</li> </ul> <p><b>Scheduling Questions:</b> Marilyn Gooden 602-364-1842 <a href="mailto:marilyn.gooden@azed.gov">marilyn.gooden@azed.gov</a></p> <p><b>Programmatic Contact:</b> TBD</p>

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## Highly Qualified Teacher Attestation and the High Objective Uniform State Standard of Evaluation (HOUSSE) Completion

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To support teachers in completing the Highly Qualified Teacher Attestation and the HOUSSE rubrics.</p> <p><b>Audience/Targeted Attendees:</b> Teachers, building-level administrators and human resource personnel.</p>	<p>This session will provide information on the completion procedures/requirements of the Highly Qualified Teacher Attestation and HOUSSE rubrics.</p> <p>Follow-up onsite visits may be scheduled by building administrators.</p> <p>“Highly qualified” information and forms may be accessed at:  <a href="http://www.ade.az.gov/asd/hqp/">http://www.ade.az.gov/asd/hqp/</a></p> <p><b>Day/Date:</b> Upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Complete the Highly Qualified Teacher Attestation and HOUSSE rubrics (if applicable) and</li> <li>• Demonstrate how they can instruct others on completing the form or guide them to helpful information.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Marilyn Gooden 602-364-1842 <a href="mailto:marilyn.gooden@azed.gov">marilyn.gooden@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Vickie Walters 602-364-3552 <a href="mailto:vickie.walters@azed.gov">vickie.walters@azed.gov</a></p>

*The secret of joy in work is contained in one word – excellence. To know how to do something well is to enjoy it.*  
**Pearl S. Buck**  
1892 - 1973

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## National Board Candidate Subsidy Program

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To convey information about federal financial support for National Board Candidates</p> <p><b>Audience/Targeted Attendees:</b>            Teachers who are eligible to become National Board Certification Candidates:</p> <ul style="list-style-type: none"> <li>• Three years teaching experience,</li> <li>• Hold a Bachelor’s Degree and</li> <li>• Hold a valid teaching certificate.</li> </ul>	<p>Information is offered on the partial financial support; up to one-half of the <i>National Board for Professional Teaching Standards</i> (NBPTS) fee is available through the Candidate Subsidy Program. This program (made possible through annual appropriations by the United States Congress) provides funds to a limited number of candidates in each state to help offset the assessment fee. Subsidies will be awarded to candidates in high need areas first, and preference will be given to those who have completed a pre-candidacy course.</p> <p><b>Day/Date:</b>            TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Apply for fee subsidies and</li> <li>• Identify available support.</li> </ul> <p><b>Programmatic Contact:</b>            Lisa Kelley, NBCT            602-364-2191  <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>



**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## National Board Certification Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To promote the benefits of the National Board Certification process.</p> <p><b>Audience/Targeted Attendees:</b> Teachers, parents, administrators, school board members, and members of the community at large.</p>	<p>Information about the process, the benefits and the rewards of National Board Certification. These scheduled sessions are designed for targeted audiences.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn the requirements for earning National Board Certification,</li> <li>• Discover the benefits of having a National Board Certified Teacher in their school and district and</li> <li>• Discover the benefits of having a National Board Certified Teacher on staff.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Marilyn Gooden 602-364-1842 <a href="mailto:marilyn.gooden@azed.gov">marilyn.gooden@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lisa Kelley, NBCT 602-364-2191 <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>

*A child's life is like a piece of paper on which every person leaves a mark.*  
Chinese Proverb

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## Pay For Performance Programs

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide guidance to schools about pay for performance programs.</p> <p><b>Audience/Targeted Attendees:</b> School district officials and human resource personnel.</p>	<p>Information is provided via consultation, reports, and presentations on pay for performance programs including:</p> <ul style="list-style-type: none"> <li>• Career Ladder,</li> <li>• Optional Performance Incentive Program (OPIP) and</li> <li>• The classroom site fund (301 monies).</li> </ul> <p><b>Day/Date:</b> Upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Apply knowledge and skills learned to inform appropriate oversight or evaluation committees about: <ul style="list-style-type: none"> <li>- Requirements for and</li> <li>- The latest developments in pay for performance plans.</li> </ul> </li> </ul> <p><b><u>Scheduling Questions:</u></b> Marilyn Gooden 602-364-1842 <a href="mailto:marilyn.gooden@azed.gov">marilyn.gooden@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lisa Kelley, NBCT 602-364-2191 <a href="mailto:lisa.kelley@azed.gov">lisa.kelley@azed.gov</a></p>

*Real success is finding your lifework in the work that you love.*  
David McCullough  
1933 -

**Title II:  
Highly Qualified Professionals  
TECHNICAL ASSISTANCE**

## Professional Preparation Program Approval

Corresponding Standards: NA

INTENT	DESCRIPTION	OUTCOMES
<p>To support institutions of higher educations seeking Arizona State Board of Education-approval for their professional preparation programs</p> <p><b>Audience/Targeted Attendees:</b> Deans and Associate Deans of institutions of higher education.</p>	<p>Information and assistance will be provided for completion of the three-step Professional Preparation Program Approval Process.</p> <p>Arizona State Board of Education Rule R7-2-604 governing Professional Preparation Programs may be accessed at <a href="http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_6">http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_6</a></p> <p><b>Day/Date:</b> upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Successfully complete the Professional Preparation Approval Process.</li> </ul> <p><b><u>Programmatic Contact:</u></b> Rosemary Gaona 602-364-3553 <a href="mailto:Rosemary.gaona@azed.gov">Rosemary.gaona@azed.gov</a></p>

*Any ideas, plan or purpose may be placed in the mind through repetition of thought.*  
Napoleon Hill

**Title II:  
Certification**

**TECHNICAL ASSISTANCE**

**School District On-Site Certification Services**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**

<b>INTENT</b>	<b>DESCRIPTION</b>	<b>OUTCOMES</b>
<p>To support educators in maintaining current and accurate certification.</p> <p><b>Audience/Targeted Attendees:</b> Teachers, administrators, guidance counselors and school psychologists.</p>	<p>Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services such as renewals and conversions of certificates, name changes and duplicate certificates.</p> <p>Forms can also be accessed at <a href="http://www.azed.gov/certification/certforms.asp">http://www.azed.gov/certification/certforms.asp</a></p> <p><b>Day/Date:</b> Upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Receive their updated certificate the same day.</li></ul> <p><b><u>Scheduling Questions:</u></b> Pat Lane 602-364-2450 <a href="mailto:pat.lane@azed.gov">pat.lane@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Jan Pentek 602-364-2300 <a href="mailto:jan.pentek@azed.gov">jan.pentek@azed.gov</a></p>

**Title II:  
Troops-to-Teachers  
TECHNICAL ASSISTANCE**

## Troops To Teachers Assistance

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction, and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>Serve as a resource on teacher preparation, certification, and employment to <i>Troops-to-Teachers</i> participants; both those preparing to become teachers and those who teach in Arizona.</p> <p><b>Audience/Targeted Attendees</b> Individuals who have joined the <i>Troops-to-Teachers</i> program and/or potential candidates.</p>	<p>This has been designed to provide comprehensive information from the Arizona Department of Education (ADE) for <i>Troops-to-Teachers</i> enrollees to receive one-on-one advice/counseling on:</p> <ul style="list-style-type: none"> <li>• Certification requirements, Employment opportunities, Teaching salaries,</li> <li>• Teaching conditions and Professional development.</li> </ul> <p>Communication with and among these individuals is enhanced by a toll-free number, web page, electronic newsletter, and email.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Make informed decisions about seeking employment in Arizona,</li> <li>• Identify sites, including military installations, where AEPA testing for Arizona certification is conducted,</li> <li>• Decide if networking with Arizona’s 550+ Troop Teachers fulfills their needs,</li> <li>• Decide if mentoring fulfills their needs and</li> <li>• Request any additional information and assistance.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Josie Luna 602-542-3201 <a href="mailto:josie.luna@azed.gov">josie.luna@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> John Scheuer 602-542-4257 <a href="mailto:john.scheuer@azed.gov">john.scheuer@azed.gov</a></p>

**Title II:  
Troops-to-Teachers  
TECHNICAL ASSISTANCE**

## Troops To Teachers Employment

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To support school districts in hiring “highly qualified” teachers through the recruitment of <i>Troops-to-Teachers</i> candidates.</p> <p><b>Audience/Targeted Attendees:</b> School district hiring personnel, school principals/assistant principals.</p>	<p>Information and materials about employing <i>Troops-to-Teachers</i> job candidates who meet <i>No Child Left Behind</i> (NCLB)’s “highly qualified” requirements are offered through briefing sessions and one-on-one consulting with school districts and school leaders.</p> <p>A variety of information about the program can be accessed at <a href="http://www.azed.gov/troops2teachers">http://www.azed.gov/troops2teachers</a></p> <p><b>Day/Date:</b> Upon request</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify Troop Teachers job candidates,</li> <li>• Discuss how to match job needs with Troop Teachers candidates and</li> <li>• Decide whether to participate in the Troops to Teachers Internet Job Referral system.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Josie Luna 602-542-3201 <a href="mailto:josie.luna@azed.gov">josie.luna@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> John Scheuer 602-542-4257 <a href="mailto:john.scheuer@azed.gov">john.scheuer@azed.gov</a></p>

**Title II:  
Troops-to-Teachers  
TECHNICAL ASSISTANCE**

## Troops To Teachers Recruitment

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>Active recruitment for qualifying military personnel to pursue teaching as a second career.</p> <p><b>Audience/Targeted Attendees:</b> Military retirees, vets separated since 1990, national guardsmen and reservists.</p>	<p>Information about teaching as a second career, which includes</p> <ul style="list-style-type: none"> <li>• Pathways to certification,</li> <li>• Certification requirements,</li> <li>• Education program providers, and</li> <li>• How to take advantage of the \$10,000 financial assistance available through Troops to Teachers.</li> </ul> <p>Information is provided through advertisements, TAP briefings, job fairs, and this Web link <a href="http://www.azed.gov/troops2teachers">http://www.azed.gov/troops2teachers</a></p> <p><b>Day/Date:</b> Information sessions and job fair displays are scheduled on request.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify requirements and resources for pursuing teaching as a second career and</li> <li>• Identify how to secure additional information.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Josie Luna 602-542-3201 <a href="mailto:josie.luna@azed.gov">josie.luna@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> John Scheuer 602-542-4257 <a href="mailto:john.scheuer@azed.gov">john.scheuer@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Arts Education**

**STATE CONFERENCES**

**Arts Education Conference**

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

- Standard 1 - School and District Leadership**
- Standard 2 - Curriculum, Instruction and Professional Development**
- Standard 3 - Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide professional development for arts education administrators, educators, advocates, parents and artists throughout the state</p> <p><b>Audience/Targeted Attendees:</b> Administrators, teachers, artists and parents.</p>	<p>A two-day statewide gathering of arts education practitioners and advocates will be provided information on how to build quality arts education programs in Arizona.</p> <p><b>Day/Date:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><b>Duration:</b> 1-1/2 Days</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Engage in dialogue with colleagues from around the state,</li> <li>• Examine the newly revised Academic Standards in the Arts and</li> <li>• Create an Arts Education Strategic Plan for Arizona.</li> </ul> <p><b><u>Registration Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in.*

**Amy Lowell**  
1874 – 1925



**Title V-Innovative & Exemplary:  
Indian Education**

**STATE CONFERENCES**

**Native American Parent Conference**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 – School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To provide parents of Native American children information on parent advocacy and involvement in their children's education at all levels.</p> <p><b>Audience/Targeted Attendees:</b> Administrators, school social workers, parents and other stakeholders.</p>	<p>This two-day conference will provide workshops on parent involvement and advocacy, policy initiatives and issues, summer programs and cultural awareness.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Develop/implement a network for information regarding parent advocacy and involvement,</li> <li>• Learn of effective and culturally-relevant education services and strategies developed by Indian Education programs,</li> <li>• Learn of resources, research, data and technology related to their Native child,</li> <li>• Collaborate with schools and human service programs and</li> <li>• Learn education policy issues and initiatives, including the potential impact on the education of their child.</li> </ul> <p><b><u>Registration Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Debora Norris 602-542-2784 <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leon Oosahwe 602-542-7460 <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Indian Education**

**STATE CONFERENCES**

**Native American Youth Conference**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 4 – School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To provide Arizona Native American youth in grades 7-12 a forum to explore educational and leadership opportunities.</p> <p><b>Audience/Targeted Attendees:</b> Indian Education programs, Indian Education coordinators, Indian Education, Johnson O-Malley and Title VII students, and higher education.</p>	<p>This 2 day conference focuses on successful Native American educational programs, student achievement, and cultural programs that effectively meet the unique educational needs of Native American students.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be exposed to higher education opportunities,</li> <li>• Meet mentors and Native American role models,</li> <li>• Learn about positive and successful programs for Native American students,</li> <li>• Network, and</li> <li>• Communicate and advocate for Native American youth issues.</li> </ul> <p><b><u>Registration Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Debora Norris 602-542-2784 <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leon Oosahwe 602-542-7460 <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

***The foundation of every state is the education of its youth.***  
**Diogenes Laertius**

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**Advocating for Arts Education at the Local Level**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide tools for local arts education advocates to “make the case” for quality arts education programs in their schools</p> <p><b>Audience/Targeted Attendees:</b> arts education teachers and administrators; parents; students.</p>	<p>An interactive lecture/demo for Arizona’s parents, teachers and students as they work to create quality arts education programs in their schools. Models of quality arts education advocacy and programs are shared, as well as research showing how quality programs are maintained over time.</p> <p><b>Day/Date:</b> Available upon request</p> <p><b>Duration:</b> One-three hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn about Arizona statutes and federal laws which support arts education,</li> <li>• Examine arts education advocacy models from around the country and the state and</li> <li>• Create an arts advocacy plan for their school(s).</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*Works of art, in my opinion, are the only objects in the material universe to possess internal order, and that is why, though I don't believe that only art matters, I do believe in Art for Arts sake.*

**E. M. Forster**  
1879 - 1970

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**Arts Standards Implementation – an Overview**

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an overview of the new Arizona K-12 arts standards and how schools can implement them.</p> <p><b>Audience/Targeted Attendees:</b> Local Educational Agency (LEA) administrators and arts educators.</p>	<p>Members of the Arts Standards Revision Committee will provide participants with an introduction to the newly revised standards (including where we've been and why we've changed) as well as lead participants in a process to begin implementing the new standards in their schools.</p> <p><b>Day/Date:</b> Available upon request</p> <p><b>Duration:</b> 2 hours (May also present scheduled workshops)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn about the newly revised Academic Standards in the Arts and</li> <li>• Create a plan to implement the Arts Standards in their school(s) including curriculum alignment to the Standards.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*What I dream of is an art of balance.*  
Henri Matisse  
1869 - 1954

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**Creating Arts Assessments: Models and Means**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide arts educators information on standards-based arts assessment.</p> <p><b>Audience/Targeted Attendees:</b> Arts educators and administrators.</p>	<p>An interactive lecture/demo for arts educators on assessment in arts education. Will include an opportunity to showcase/review local arts education assessment practices.</p> <p><b>Day/Date:</b> Available upon request</p> <p><b>Duration:</b> Three hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn a variety of models regarding arts education assessment,</li> <li>• Create connections between standards-based teaching and assessment,</li> <li>• Evaluate current assessment practices and</li> <li>• Design new/revised assessment tools for arts education.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*I paint my own reality. The only thing I know is that I paint because I need to, and I paint whatever passes through my head without any other consideration.*

Frida Kahlo  
1907 - 1954

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**District Arts Coordinator Quarterly Meeting**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**  
**Standard 3 – Classroom and School Assessment**

Intent	Description	Outcomes
<p>To provide a networking opportunity for arts coordinators throughout the state to share best practices and concerns with each other and the Arizona Department of Education (ADE).</p> <p><b>Audience/Targeted Attendees:</b> District Arts Coordinators, their designees and educators/ administrators interested in arts education</p>	<p>A quarterly two-hour gathering of arts educators, these meetings provide an opportunity to share ideas and solutions. These are held in conjunction with the annual <i>Arizona Arts Education Association</i> and the <i>Arizona Music Educators Association</i> annual meetings, as well as in August and March.</p> <p><b>Day/Date:</b> TBD  <b>Duration:</b> Two hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn about arts education offerings throughout Arizona,</li> <li>• Identify best practices and burgeoning issues in arts education and</li> <li>• Provide input to the AZ Department on Education regarding arts education issues and policies.</li> </ul> <p><b>Registration Questions:</b>            Anne Trujillo            602-364-3740  <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b>Programmatic Contact:</b>            Lynn Tuttle            602-364-1534  <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*The painting has a life of its own. I try to let it come through.*  
**Jackson Pollock**  
 1912 - 1956

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**Overview of Arts Education from the State Perspective**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an introduction to the status of Arts Education in Arizona and the multiple ways the Arizona Department of Education (ADE) supports quality arts education in Arizona schools.</p> <p><b>Audience/Targeted Attendees:</b> Arts education administrators and teachers, pre-service arts educators, parents and community organizations.</p>	<p>An interactive lecture/demo designed to introduce Arizonans to arts education. This includes an overview of state and federal law as well as the variety of services provided by ADE to support arts education in our state.</p> <p><b>Day/Date:</b> Available upon request</p> <p><b>Duration:</b> One-three hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn about Arizona statutes and federal laws which support arts education,</li> <li>• Examine current arts education practices and programs at ADE and</li> <li>• Provide input to ADE on ways to create better arts education opportunities for Arizona students</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

***Good teaching is one-fourth preparation and three-fourths theater.***  
**Gail Godwin**

**Title V-Innovative & Exemplary:  
Arts Education**

**PROFESSIONAL DEVELOPMENT**

**University Arts Education Faculty Biannual Meeting**

Corresponding Standards from the *Standards and Rubrics for School Improvement*:

- Standard 1 - School and District Leadership**
- Standard 2 - Curriculum, Instruction and Professional Development**
- Standard 3 – Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a networking opportunity for arts education faculty throughout the state to share ideas and concerns with each other and the Arizona Department of Education</p> <p><b>Audience/Eligible Attendees:</b> Arts education faculty and their administration from Arizona public universities.</p>	<p>A semi-annual gathering of faculty; these meetings provide an opportunity to share ideas and solutions.</p> <p><b>Date:</b> TBD</p> <p><b>Duration:</b> Four-six hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn what colleagues are doing across the state in arts education research and practice,</li> <li>• Develop educational policies and practices which support quality arts education pre-service training and</li> <li>• Provide input to the Arizona Department of Education regarding arts education issues and policies.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*The whole problem can be stated quite simply by asking, 'Is there a meaning to music?' My answer would be, 'Yes.' And, 'Can you state in so many words what the meaning is?' My answer to that would be, 'No.'*

**Aaron Copland**  
1900 - 1990



**Title V-Innovative & Exemplary:  
High School Renewal**

**PROFESSIONAL DEVELOPMENT**

**Arizona High School Renewal Initiative on  
Curriculum, Instruction, and Assessment Summit**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 2 – Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To present a framework for Arizona high school leaders to identify and become knowledgeable about best and promising practices related to: high school curriculum, instruction, and assessment practices. These areas relate to high school renewal preparing students for the rigorous challenges of the post-secondary world.</p> <p><b>Audience/Targeted Attendees:</b> Superintendents, curriculum directors, principals/school leadership teams including teachers and school partners.</p>	<p>This summit is designed to offer participants a wide range of workshops related to rigorous curriculum design, effective and differentiated instructional strategies and appropriate, varied, reliable assessment practices to meet the needs of all secondary students. In addition to introducing new and innovative models, the workshops are intended to assist district and school-level administrators in understanding how to effectively introduce and implement critical change within their schools as it relates to improvement in these areas.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Recognize/describe elements of a rigorous/relevant curriculum (as identified through research and best practices),</li> <li>• Identify specific and differentiated models of instruction that motivate all students to achieve at high levels of performance,</li> <li>• Develop/implement varied, reliable assessment strategies for all secondary students to demonstrate mastery of specific content (as it is measured in relation to state content and performance standards) and</li> <li>• Understand and be able to use the various strategies to design and implement changes related to curriculum, instruction and assessment.</li> </ul> <p><b><u>Registration Questions:</u></b> Shannon Tucker 602-542-4391 <a href="mailto:shannon.tucker@azed.gov">shannon.tucker@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Robert Coccagna 602-542-4575 <a href="mailto:robert.coccagna@azed.gov">robert.coccagna@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Indian Education**

**PROFESSIONAL DEVELOPMENT**

**Arizona Indian Education Association (AIEA)**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 – School Culture, Climate and Communication**

Intent	Description	Outcomes
<p>To provide technical assistance in planning of activities in partnership with Arizona Indian Education Association organization. To provide professional development opportunities in partnership with the organization.</p> <p><b>Audience/Targeted Attendees:</b> Administrators, educators, parents, members, college personnel, public and stakeholders.</p>	<p>These bi-monthly meetings are held to provide updates, strategies and services to participants.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Earn Professional Development (PD) hours toward certification requirements through regular training sessions involving general Indian Education topics,</li> <li>• Learn Indian education information and</li> <li>• Learn of additional conferences associated with Indian education and develop access to NCNS Networking associated with Indian Education in Arizona.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Debora Norris 602-542-2784 <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leon Oosahwe 602-542-7460 <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Indian Education**

**PROFESSIONAL DEVELOPMENT**

**Bureau of Indian Affairs (BIA)  
Arizona Instrument to Measure Standards (AIMS) Testing Workshops**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 3 – Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To establish a framework for the key components of the <i>Arizona Instrument of Measure Standards (AIMS)</i> for Bureau of Indian Affairs (BIA)-funded schools.</p> <p><b>Audience/Targeted Attendees:</b> BIA line officers, administrators and test coordinators.</p>	<p>These workshops provide information and preparation requirements for BIA-funded schools administering the AIMS test.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn the requirements for administering the AIMS test,</li> <li>• Learn the security requirements for administering the AIMS test,</li> <li>• Learn the AIMS test timelines,</li> <li>• Learn the subject areas to be tested and</li> <li>• Learn the grade levels to be tested.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Debora Norris 602-542-2784 <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leon Oosahwe 602-542-7460 <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Indian Education**

**PROFESSIONAL DEVELOPMENT**

**Johnson O'Malley Programs (JOM)  
Sub-contractor's Annual Meeting**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 - School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Administrators, teachers, and parents with the provisions of the JOM program.</p> <p><b>Audience/Targeted Attendees:</b> Indian education programs, Indian education coordinators and Indian education committees (parent committees).</p>	<p>This one day workshop outlines the provisions of the JOM act. The requirements for eligibility, application process, implementation of program, and information about the funding process will be presented to participants.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the objectives of JOM,</li> <li>• Understand the process for application,</li> <li>• Understand the eligibility requirements for students and</li> <li>• Learn activities required for JOM federal guideline compliance.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Debora Norris 602-542-2784 <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Leon Oosahwe 602-542-7460 <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

**Title V-Innovative & Exemplary:**

**PROFESSIONAL DEVELOPMENT**

**Collaborative Leadership and Professional Learning Communities**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**

INTENT	DESCRIPTION	OUTCOMES
<p>To present a clear depiction of the changing nature of school leadership, the relationship of ongoing professional learning and the process of collaborative leadership.</p> <p><b>Audience/Targeted Attendees:</b>            Superintendents, curriculum directors, principals and school leadership teams including teachers and school partners.</p>	<p>This series of workshops presents a variety of successful collaborative leadership models. This will include research and theory behind such models of leadership. It will highlight how systemic change is essential for today's high schools to effectively prepare all students for the high level of performance demanded by the post-secondary environment. In addition, professional learning communities will be explored as a component of the process of establishing high performance leadership and teaching and learning communities.</p> <p><b>Day/Date:</b>            TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Compare and contrast models of collaborative leadership,</li> <li>• Explain the rationale for initiating such a model as an essential component of systemic change for improved academic performance,</li> <li>• Identify the resources available to districts and schools to begin the process of moving towards such a model of leadership and school structure (including Professional Learning Communities) and</li> <li>• Demonstrate the importance and nature of Professional Learning Communities in order to articulate an understanding of the quality that such structures bring to the good of the whole organization.</li> </ul> <p><b><u>Scheduling Questions:</u></b>            Shannon Tucker            602-542-4391  <a href="mailto:shannon.tucker@azed.gov">shannon.tucker@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Robert Coccagna            602-542-4575  <a href="mailto:robert.coccagna@azed.gov">robert.coccagna@azed.gov</a></p>

**Title V-Innovative & Exemplary:**

**PROFESSIONAL DEVELOPMENT**

**“Personalizing Your School Environment” Summit**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 4 – School Culture, Climate and Communication**

<b>INTENT</b>	<b>DESCRIPTION</b>	<b>OUTCOMES</b>
<p>To provide district and school leaders with understanding of the importance of personalizing the climate for student success, as well as: Provide examples of various best and promising strategies for making such a climate possible in all schools.</p> <p><b>Audience/Targeted Attendees:</b> Superintendents, curriculum directors, principals/school leadership teams including teachers and school partners.</p>	<p>Through a series of workshops and presentations, participants will be offered a variety of examples of successful strategies and programs. These lead to meaningful personalization of the school climate which has been demonstrated to have meaningful impact on student well-being and achievement. In addition, presentations will be made which explain the theory behind why such personalization is essential to effectively working with today’s youth in an effort to support them in achieving standards at a high level of proficiency.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Develop a better understanding of the research that supports the need for personalization of the school climate for student success,</li><li>• Experience a variety of examples of successful programs that have initiated changes focused on personalization of the school climate and which have led to higher levels of student achievement and</li><li>• Receive information and resources to assist them in making their own districts and schools more personalized institutions which address the needs of the individual student.</li></ul> <p><b><u>Scheduling Questions:</u></b> Shannon Tucker 602-542-4391 <a href="mailto:shannon.tucker@azed.gov">shannon.tucker@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Robert Coccagna 602-542-4575 <a href="mailto:robert.coccagna@azed.gov">robert.coccagna@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
Arts Education**

**TECHNICAL ASSISTANCE**

**Superintendent Horne’s Arts Education Initiative Evaluation Reporting**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on the evaluation reporting requirements of the Arts Education Initiative</p> <p><b>Audience/Eligible Attendees:</b> All awarded grantees of the <i>Superintendent’s Arts Education Initiative</i>. Other interested arts education practitioners and administrators are welcome.</p>	<p>An interactive workshop introducing the evaluation components of Superintendent Tom Horne’s Arts Education Initiative.</p> <p><b>Day/Date:</b> Available in the fall</p> <p><b>Duration:</b> Two hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn about the evaluation requirements of the Arts Education Initiative and</li> <li>• Provide input to the Arizona Department of Education regarding arts evaluation.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

***Ah music. A magic beyond all we do here!***  
**J. K. Rowling**  
*Harry Potter and the Sorcerer’s Stone*

**Title V-Innovative & Exemplary:  
Arts Education**

**TECHNICAL ASSISTANCE**

**Superintendent Horne’s Arts Education Initiative Grant Meetings**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an overview of the next funding round application and/or amendment process for the Arts Education Initiative.</p> <p><b>Audience/Targeted Attendees:</b> All eligible schools and consortiums.</p> <p><b>Note:</b> Eligibility factors include prior funding and current funding availability.</p>	<p>These meetings serve as an opportunity to learn about current and future funding opportunities through the Arts Education Initiative.</p> <p><b>Day/Date:</b> Available in the Spring</p> <p><b>Duration:</b> Two hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Review the funding cycle for the Arts Education Initiative,</li> <li>• Learn what narrative and financial information is required and</li> <li>• Identify key elements of a quality application.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

***Through all the world there goes one long cry from the heart of the artist: Give me leave to do my utmost.***

**Isak Dinesen**  
*“Babette’s Feast”*



**Title V-Innovative & Exemplary:  
Arts Education**

**TECHNICAL ASSISTANCE**

**Superintendent Horne’s Arts Education Initiative  
Promising Practices Review**

Corresponding Standard from the *Standards and Rubrics for School Improvement:*  
**Standard 2 - Curriculum, Instruction and Professional Development**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a peer review of self-nominated best practices from participating Arts Education Initiative sites.</p> <p><b>Audience/Targeted Attendees:</b> All awarded grantees of the Superintendent’s Arts Education Initiative. Other interested arts education practitioners and administrators are welcome.</p>	<p>Through review of best practice nominations from the field, participants will learn about programming at AZ Arts Education Initiative sites.</p> <p><b>Day/Date:</b> Occurs twice per year (winter and summer)</p> <p><b>Duration:</b> Two-three hours</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Review promising practice nominations-setting,</li> <li>• Determine the outcome of each nomination and</li> <li>• Learn about peer review processes and evaluation.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Anne Trujillo 602-364-3740 <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Lynn Tuttle 602-364-1534 <a href="mailto:lynn.tuttle@azed.gov">lynn.tuttle@azed.gov</a></p>

*Dance is the hidden language of the soul.*  
Martha Graham  
1894 – 1991

**Title V-Innovative & Exemplary:  
High School Renewal**

**TECHNICAL ASSISTANCE**

**Arizona Instrument to Measure Standards (AIMS) Intervention/  
Dropout Prevention Data Collection, Analysis and Accountability Workshop**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 3 – Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide AIMS Intervention / Dropout Prevention grant award recipients with an understanding of the requirements of the grant for data collection and maintenance, and program assessment strategies.</p> <p><b>Audience/Targeted Attendees:</b> Districts, schools, and public agencies who have received an AIMS Intervention/Dropout Prevention grant to develop a program that supports the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam.</p>	<p>With the support of the external evaluator required under ARS. 15-809, the Arizona Department of Education (ADE) will provide a mandatory session for all new award recipients. This session illustrate the kinds of data required under the statute (as well as the manner and form in which such data is to be collected and maintained). Sites will be given the opportunity to discuss the process and how such processes could impact on their ability to deliver. Also, existing sites will provide examples of anecdotal documentation which explains program success beyond the empirical data.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand exactly what data needs to be collected and maintained for program assessment and evaluation.</li> <li>• Have an opportunity to have their concerns heard and acted upon where possible.</li> <li>• Learn from existing programs how to document the “story” of success.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Shannon Tucker 602-542-4391 <a href="mailto:shannon.tucker@azed.gov">shannon.tucker@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Robert Coccagna 602-542-4575 <a href="mailto:robert.coccagna@azed.gov">robert.coccagna@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
High School Renewal**

**TECHNICAL ASSISTANCE**

## Arizona Instrument to Measure Standards (AIMS) Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 – School and District Leadership**  
**Standard 3 - Classroom and School Assessment**

INTENT	DESCRIPTION	OUTCOMES
<p>To assist applicants for AIMS Intervention/Dropout Prevention funding in developing a program design and in understanding the leadership responsibilities to such a program</p> <p><b>Audience/Targeted Attendees:</b> Districts, schools, and public agency representatives interested in developing a program to best support the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam.</p>	<p>Participants will meet for a session that will review the essential components of the state statute ARS 15-809. Successful models of existing programs will be discussed and opportunities will be provided for applicants to ask questions will be provided. Applicants will be presented with a clear presentation of the deliverables of the grant, the nature of the application review process including a presentation of the application and the rubric that will be used to determine the quality of the plan. Expectations for the gathering and maintaining of program data will be presented.</p> <p><b>Note:</b> Time will be provided to allow individual applicants to meet with staff and discuss unique concerns and potential ideas.</p> <p><b>Day/Date:</b> TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand and be able to explain the nature of the AIMS Intervention/Dropout Prevention Grant including the deliverables and the system of accountability required,</li> <li>• Identify and be able to describe successful programs that have been supported,</li> <li>• Receive ideas that can be potentially expanded and adapted by the applicants in developing their own programs,</li> <li>• Understand the application process and the method to be used for application review and</li> <li>• Have all questions answered.</li> </ul> <p><b><u>Scheduling Questions:</u></b> Shannon Tucker 602-542-4391 <a href="mailto:shannon.tucker@azed.gov">shannon.tucker@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b> Robert Coccagna 602-542-4575 <a href="mailto:robert.coccagna@azed.gov">robert.coccagna@azed.gov</a></p>

**Title V-Innovative & Exemplary:  
High School Renewal**

**TECHNICAL ASSISTANCE**

**Technical Assistance with Indian Education Components**

Corresponding Standards from the *Standards and Rubrics for School Improvement:*  
**Standard 1 - School and District Leadership**  
**Standard 4 – School Culture, Climate and Communication**

INTENT	DESCRIPTION	OUTCOMES
<p>To provide technical assistance to stakeholders involved in Indian Education issues.</p> <p><b>Audience/Targeted Attendees:</b>            School districts, administrators, parents, Indian Education committees, tribal education personnel and other stakeholders.</p>	<p>Meetings are held at the request of school districts and parent organizations.</p> <p><b>Day/Date:</b>            TBD</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Obtain information on the latest Indian Education issues,</li> <li>• Receive updates on the latest policy changes to different programs,</li> <li>• Acquire strategies and tactics to better serve their student population,</li> <li>• Learn communication skills to approach policy makers and</li> <li>• Gain knowledge and skills related to education program for Indian youth.</li> </ul> <p><b><u>Scheduling Questions:</u></b>            Anne Trujillo            602-364-3740  <a href="mailto:anne.trujillo@azed.gov">anne.trujillo@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Debora Norris            602-542-2784  <a href="mailto:debora.norris@azed.gov">debora.norris@azed.gov</a></p> <p><b><u>Programmatic Contact:</u></b>            Leon Oosahwe            602-542-7460  <a href="mailto:leon.oosahwe@azed.gov">leon.oosahwe@azed.gov</a></p>

## GLOSSARY

<b>AAD</b>	Academic Achievement Division
<b>Accountability</b>	<ol style="list-style-type: none"> <li>1. The extent to which an individual, group, or institution is held responsible for actions or performance.</li> <li>2. The formative and summative evaluation conducted for the purpose of reporting to organizations with supervisory or funding responsibility.</li> </ol>
<b>Achievement Gap</b>	The difference between the actual student achievement levels assessed and the desired student achievement levels, including comparisons between sub-populations and the general student population.
<b>ACEH</b>	Arizona Coalition to End Homelessness
<b>Action Plan</b>	A plan that identifies how and when the school improvement plan will be implemented. It identifies the goals, support data, assessments, interventions, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessment contained in the school improvement plan.
<b>ADE</b>	The Arizona Department of Education
<b>AIEA</b>	Arizona Indian Education Association
<b>Alternative Secondary Path to Certification</b>	This is field-based program that provides an opportunity for mid-career changers to become a classroom teacher in grades 9-12. This program combines the strengths of each candidate's educational and career experience with intense training and college-level course work.
<b>Assessment</b>	A management system containing a set of assessments that is designed to collect and evaluate data about student performance. Each assessment must be aligned with at least one of the student performance goals in the improvement plan. The quality of assessments is described by using the terms “reliable,” “valid,” and “fair.”
<b>ATPA</b>	Arizona Teacher Performance Assessment
<b>Baseline data</b>	Information collected which establishes the starting point from which change can be measured.

<b>Benchmark</b>	A point of reference embedded within a goal from which measurements may be made. Often serves as a measure, which is supported by data and helps quantify and qualify the achievement of the goal.
<b>BIA</b>	Bureau of Indian Affairs
<b>CACFP</b>	Child and Adult Care Food Program
<b>Career Ladder</b>	The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts around the state who choose to make career advancements without leaving the classroom or the profession.
<b>Classroom Site Fund</b>	Monies from this fund are distributed to school districts and are intended for use at the school site. The money is to be used for teacher base salary increases, performance-based compensation, and/or maintenance and operation purposes. This fund is also known as “Prop 301” money.
<b>Communication</b>	The open, frequent, and appropriate flow of information and shared knowledge among parents, students, teachers, administrators, and other stakeholders. In content areas; an organized plan of instruction that utilizes reading, language arts, writing, mathematics, science, social studies, the arts and comprehensive health content standards to deliver instruction within a content-rich context; a multi-discipline approach to promote cross-curricular connections.
<b>Criteria</b>	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. This information indicates what we value in student response, products, and/or performances.
<b>CTE</b>	Career and Technical Education
<b>Curriculum</b>	An organized plan of instruction (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

<b>Data</b>	The factual and numerical information used as a basis for reasoning, discussion, determining status, decision making and analysis (i.e., student achievement data, financial indicators, teacher “walk-through” trend analysis, programmatic data).
<b>Data-driven decision-making</b>	Refers to collecting, analyzing and interpreting data, making informed strategic decisions based on the results.
<b>Differentiated Instruction</b>	An approach to teaching in which instruction is tailored to meet the needs of individual students. Strategies which provide a variety of ways for individual students to take in new information, assimilate it, and demonstrate what they have learned; varying teaching strategy, method, process and/or student product.
<b>Dis-aggregation</b>	Analyzing student performance so there is specific knowledge about the performance of whole groups versus subgroups.
<b>Evaluation</b>	In most educational settings, the process used to measure, compare, and judge the quality of student work, schools, or a specific educational program as well as the performance of teachers and administrators.
<b>Evidence-based</b>	There is compelling documentation/artifacts to support perceptions, measurable indicators, and performance indicators as needed through multiple and varied data sources.
<b>Five Core Propositions</b>	As used by the National Board for Professional Teaching Standards: <ol style="list-style-type: none"> <li>1. Teachers are committed to students and their learning.</li> <li>2. Teachers know the subjects they teach and how to teach those subjects to students.</li> <li>3. Teachers are responsible for managing and monitoring student learning.</li> <li>4. Teachers think systematically about their practice and learn from experience.</li> <li>5. Teachers are members of learning communities.</li> </ol>
<b>Formative Assessments</b>	Ongoing assessment (district, school and classroom level) used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, performance assessments, using scoring rubrics, activities.

<b>Framework</b>	An organized structure that assists us to see the relationships and interactions between and within a given set of related concepts.
<b>FSMC</b>	Food Service Management Company
<b>Goal</b>	The end toward which effort is directed, the result or outcome of the effort.
<b>HOUSSE</b>	High Objective Uniform State Standard of Evaluation
<b>HQP</b>	Highly Qualified Professionals
<b>IDEA</b>	Individuals with Disabilities Education Improvement Act
<b>Indicator</b>	A measure that describes performance related to standards and other aspects of educational systems. This information must have a common, agreed upon, consistent definition and a reference point or standard against which performance can be judged. It also must meet technical standards of quality, such as measuring what is intended to be measured (validity) and measuring consistently (reliability).
<b>Intervention</b>	An intervention is something that is done to or with a student to develop specific skills or learning with those students. An intervention can be a specific program, strategy, or concentration of work focusing on decreasing a gap in learning that is targeted in instruction and written in an IEP or school improvement plan.
<b>JOM</b>	Johnson O' Malley Program: Federal grant program to support meeting the unique educational and cultural needs of American Indian public school students in meeting Arizona Academic standards.
<b>LEA</b>	Local Educational Agency
<b>LEA</b>	Local Education Liaisons
<b>McKinney-Vento</b>	McKinney-Vento Homeless Education Act of 2001
<b>MEP</b>	Migrant Educational Program



<b>NBCT</b>	National Board Certified Teacher
<b>NCLB</b>	No Child Left Behind (2001)
<b>OMB</b>	Office Of Management & Budget
<b>Outcomes</b>	The end impact, effect, product, or result.
<b>PASS</b>	Portable assisted study sequence
<b>PPP</b>	Professional Preparation Program: These are State Board of Education-approved programs in teacher, administrator, school guidance counselor, and school psychology that lead to certification.
<b>Professional Development</b>	Ongoing and extensive opportunities for teachers, staff, and parents to learn in different ways in order to acquire and internalize research-based instructional practices to support student learning.
<b>Proficiency</b>	Having or demonstrating an expected degree of knowledge or skill in a particular area.
<b>Research-based</b>	Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research.
<b>Resources</b>	Resources include all the human, financial, materials, supplies, and technological means of support for the school program and the school's program of improvement. Resources would also include the capacity a school has developed to promote continuous improvement efforts, improving the quality of teacher effectiveness, and the alignment of resources to the maximum level of use.
<b>Resource Allocation</b>	The monitoring and redirecting of resources (human and financial), including the coordination and integration of all federal, state, and local services and programs, to better meet student achievement goals.
<b>Result</b>	The end impact, effect, product or outcome.

<b>Rubrics</b>	A listing of specific criteria used to score constructed-response tasks in an assessment or assess strengths and/or weaknesses as a measure of school capacity for school improvement. A typical rubric contains a scoring scale, states all the different major traits or elements to be examined, and provides criteria for deciding what score to assign to responses or performances. Scales may be quantitative (e.g., a score from 1 to 6) or qualitative (e.g., “adequate performance” or “minimal competency”) or a combination of the two.
<b>SBOE</b>	State Board of Education
<b>School Climate</b>	A term that refers to issues associated with the emotional health of individuals and the organizational health within the school community.
<b>School Community</b>	The school community is comprised of all persons within the school and all persons in the attendance area of the school, as well as the geographical and physical environments.
<b>School Culture</b>	The intricate patterns of knowledge, beliefs, and values that serve as the basis for policy decisions, organizational practices, and human relationships in schools. Those patterns are often subtle and poorly understood yet exercise a profound influence on the lives of students, teachers, and other school personnel.
<b>SBR</b>	Scientifically-Based Research: Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research that is based on empirical and conclusive data.
<b>SES</b>	Supplemental Education Services
<b>Shared Leadership</b>	The leadership and organizational direction within a school/district is distributed and owned by various individuals according to interest and expertise.
<b>Skills</b>	Strategies and processes to apply knowledge.
<b>SMPAC</b>	State Migrant Parent Advisory Council

<b>Stakeholder</b>	Any person or designee from a community based organization, business or corporate sponsor, student, parent, teacher, administrator, university level educator that has a vested interest in the school community to meet or exceed requirements.
<b>Standards</b>	Essential knowledge and skills that should be taught and learned in school, including the most important enduring ideas, issues, dilemmas, principles, and concepts from the disciplines. <u>Standards are what students should know and be able to do and understand.</u>
<b>Standards-Based System</b>	Curriculum, instruction, materials, assessment, and reporting are all aimed at the same target: helping students achieve the defined standards.
<b>Sub-Contractors</b>	The state of Arizona administers the federal grant awards to 28 school districts in the state of Arizona. These school districts, and their Indian Education programs are those not covered by Tribal education programs administering the Johnson O-Malley program. Subcontractors are now limited to the current 28 awardees, due to an extended stasis in federal funding.
<b>Systematic</b>	Refers to processes that are repeatable, logical and predictable, rather than anecdotal and episodic.
<b>Systemic</b>	Affecting or relating to an organization as a whole.
<b>Teacher Attestation</b>	The Teacher Attestation form is used to document the "highly qualified" status of teachers in core academic areas. This form is mandated by P.L. 107-110 No Child Left Behind Legislation.
<b>Troops-To-Teachers</b>	Since its creation in 1994, Troops to Teachers has assisted over 16,000 eligible military personnel to transition to a new career as public school teachers. State Offices provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. Pending availability of funds, financial assistance may be provided to eligible individuals as stipends up to \$5K to help pay for teacher certification costs or as bonuses of \$10K to teach in schools serving a high percentage of students from low-income families. Participants who accept the Stipend or Bonus must agree to teach for three years in targeted schools in accordance with the authorizing legislation.
<b>Vision</b>	A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization.

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