



Superintendent of Public Instruction Tom Horne Reports To Educators

May 1, 2005
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A Message from the Superintendent

Happy teacher appreciation week!

One of the themes of my administration has been to emphasize the positive. It is unfortunate when negative news is given more prominence. The public is our boss, and we need to let the public know about all the positive academic developments in our schools. This has included increasing the number of highly performing and excelling schools from 3 to 300, and visiting successful schools as much as possible to bring news coverage to their academic successes.

One way to shine the spotlight on success is a major event we have planned for May 4th and May 5th at the beautiful Wigwam Resort; Spotlight on Success (SOS). We need more positive news about the achievements and hard work of our educators and schools, and SOS provides the perfect platform for us to spread such "good news."

SOS will highlight the achievements of 15 schools and/or organizations that are improving student achievement and success within five categories: the 2005 Title I Distinguished Schools, Best Practices, Reading First, School Improvement (through the ASSIST coaches' work with schools) and Dropout Prevention. The timing of recognizing these awardees, coupled with an opportunity for the awardees to disseminate their successful strategies and programs at the conference, also happens to align with the celebrations of Teacher Appreciation and National Charter Schools Week. In addition, SOS is providing conference participants with model practices and programs to share with our stakeholders from across the state.

It is not too late to [register for the SOS awards dinner and conference](#). Help me celebrate the GOOD NEWS that represents the excellence and achievement of so many of our schools by participating in Spotlight on Success!

Sincerely,

Tom Horne, Superintendent of Public Instruction

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Resource Guide Available for the Standards and Rubrics for School Improvement !

In conjunction with Teacher Appreciation Week, and with great appreciation for all educators across the state, the School Effectiveness Division of the Arizona Department of Education would like to present to you the Resource Guide for the Standards and Rubrics for School Improvement.

The Standards and Rubrics for School Improvement on the ADE website are used by schools across our state in order to identify the strengths and limitations of their overall program. The Resource Guide is a support for those standards and rubrics, as well as a tool to address the indicators stated in the standards.

Whether you are a principal looking for a data collection matrix, an educator searching for professional development opportunities, or an administrator in need of aligning curriculum to the Arizona State Standards, you will find the Resource Guide for the Standards and Rubric for School Improvement to be a comprehensive source for school improvement information. This online guide offers over 350 educational resources to help you find research, trainings, templates, and other items to help increase your school's academic outcomes. Because the Resource Guide will be continuously updated, make sure to check back often for new resources!

Also included in the Resource Guide for the Standards and Rubrics for School Improvement are engaging articles from organizations such as WestEd, the Association for Supervision and Curriculum Development, the Education Commission of the States, EdWeek, and the North West Regional Education Lab. Every effort has been made to ensure that the articles provided herein are accurate and timely.

From all of us at the ADE, thank you for the work you do on behalf of Arizona students. [CLICK HERE](#) for the Resource Guide!

In recognition of

Teacher Appreciation Week

Arizona McDonald's
Owner/Operators invite
you to enjoy our healthy
new Fruit and Walnut
Premium Salad with our
compliments!

[Click here to download
your coupon!](#)

Coupon valid May 3-June 1, 2005



Have a story idea? We would love to hear about it! Send your ideas to:
adenews@ade.az.gov
Or contact us directly at:
602-542-3710

Summer Workshops

- Classroom Management
- Student-Teacher Interactions
- Preventing Your Rules From Falling Apart
- Locating the Sources of Disruptive Behavior
- The Delivery of Your Lesson Plan
- The Environment of Your Classroom



Loews Ventana Canyon Resort,
7000 N. Resort Drive, Tucson, AZ
85750 (July 15-19, 2005)

For more information contact:
Dr. Ann Hart,
DAS of Statewide Discipline,
(602)364-1971

Dates and Topics

Classroom Management (CRM)
Training for New Teachers
Sunday, July 17, 2005
8:30 am - 4:00 pm

Preventing Classroom Discipline
Problems
Monday, July 18, 2005
1:30 - 3:00 pm

Prevention of Discipline Problems:
Effective CRM

Panel Presenters:

Dr. Marek Wosinski, Arizona State University
Dr. Howard Seeman, City University of New York
Dr. Ann Hart, Arizona Dept. of Education
Tuesday, July 19, 2005
8:30 - 9:30 am

Good News...

Career and Technical Education Special Recognitions

Distinguished Service - Secondary Teacher

Ms. Patricia Beltram

With a commitment to career technical education, Ms. Patricia Beltram has dedicated herself and her career to making a positive difference in the lives of her students and colleagues at Mesquite High School (MHS) in Gilbert, Arizona. As a high school business and marketing instructor, she has demonstrated exemplary leadership skills and abilities, leading her to have won several awards recognizing her leadership and contributions to her students. A testament to her efforts, the MHS registrar reveals that over 90 percent of the student body is or was enrolled in the business department before graduating.

Distinguished Service - Business/Industry/Labor Secondary Arizona Automobile Dealers Association

Under the guidance of Mike McAfee, AADA Director of Education, the program has offered multiple opportunities for students, such as job shadowing and mentoring, paid summer internships and paid after-school employment. For the schools, it brought donations of curricula, equipment, vehicles, placement opportunities and, most importantly, an image that automotive training is no longer a "hobby" class, but a quality program that mirrors the world of work with high expectations and industry accountability. The program became very successful and subsequently has been replicated throughout the country.

Distinguished Service - Postsecondary Student

Ms. Chelsie Lea Marler

In both high school and college, Chelsie was chosen to lead tours and speak on behalf of technical programs to students, college administrators, foreign dignitaries, business representatives and legislators. As a nontraditional student, she is an outstanding role model for other young women who want to venture into nontraditional fields.

Marler was featured in the American Careers High School Edition (Winter 2004) and in the American Careers Planner (2004-2005). Her goal is to become an auto collision forensics investigator - the person who goes to a crime scene and determines who or what was at fault.

AZ Counts

The AZ COUNTS Math Conference in Tucson will officially launch the statewide initiative centering on mathematics achievement in AZ. Sessions will target geometry, number sense, managing the math classroom, math and parent partnerships, using math assessment to drive classroom instruction, Rodel's Math Achievement Club, and technology integration.

To register,
[CLICK HERE](#)



Time Is Running Out...

to sign up for the

Spotlight on Success Conference

The conference day on May 5th will allow our honorees an opportunity to showcase their efforts to other educators who are looking for strategies to improve their own schools. This event provides quality time for participant interaction and professional dialogue in a beautiful and relaxed environment. Learning from those who have experienced success will generate additional momentum to see that all of Arizona's students are well prepared to take their places in a highly competitive, global economy.

Awards Dinner: Wednesday, May 4,
5:00 - 8:30 pm

Conference: Thursday, May 5,
8:00 am - 5:00 pm

**For more information or
to register,
[CLICK HERE!](#)**

Dates To Remember in May... Click each for more information

3rd-10th
AZ Learns/
NCLB
Training

4, 12, 18,
24
SPED Data
Collection

6th, 10th,
12th, 24th
New HACCP
Requirements

14th & 21st
Six Traits &
AIMS

10th
Reading first
Principal's
Meeting

25th
SEI
Seminar

9th
Unwrapping
the Science
Standard

31th
Automotive
Technology
Education
Update

Other
ADE
Events

Horne Encourages Implementation of Indian Education Policy

On April 18, Superintendent Tom Horne held his second Native American Advisory Committee meeting for this school year. Via four interactive television sites across the state, Supt. Horne discussed American Indian education issues exclusively with educators from across the state who serve Arizona's 60,000 Native American students.

One issue discussed was the need for LEAs to implement the State Board of Education's policy on American Indian education, which was issued in January, 2003. The policy includes the following statement:

The Arizona State Board of Education recognizes the value and importance of Arizona's American Indian languages, cultures, and histories. The Arizona State Board of Education believes both American Indian and non-Indian populations of the state must learn about and acknowledge each other. The Arizona State Board of Education strongly recommends that local educational agencies (LEAs) integrate Arizona American Indian languages, cultures, and histories into all areas of the curriculum to foster appreciation and understanding for all students

The high expectations for student achievement embodied in the Arizona Academic Standards serves as the foundation for school curricula throughout the state. The Arizona State Board of Education recommends that all local districts and charter schools identify the cultural contributions of American Indian students and develop educational programs and practices in harmony with all parents, community members, and tribal governments that will ensure the success in school and later life for all students.

"I strongly encourage school boards and LEAs to recognize the Native American historical and cultural contributions to our state and our country. These need to be included in the curricula, and aligned to our state's standards, in order to offer meaningful and content rich curricula for all students," said Superintendent of Public Instruction, Tom Horne.

For more information regarding Native American education, [CLICK HERE](#)

Intervention at Failing Schools Showing Progress

The Arizona Department of Education Intervention Section was instituted to work with schools labeled as failing to meet academic standards under ARS § 15-241. The statute mentions five specific areas to examine at each school: implementation of the Arizona School Improvement Plan, curriculum alignment, teacher training, budget prioritization, and other proven strategies such as assessment, school climate and culture, school leadership, parental involvement, and strategies used for those students who fall far below the standard. The purpose of the Intervention Section is to help these schools raise student achievement and to help build an infrastructure to sustain that improvement.

An Intervention Team visited each of the failing schools for a comprehensive site visit. The team conducted interviews with district and site administrators, teachers, non-instructional staff and volunteers, and held a town hall meeting for parents and community members. The Intervention Team collected and analyzed data with the purpose of noting trends at the school. The team leader met with school and district administration many times in order to fully understand the unique situation at the school.

A team of experienced educators from around the state met to examine the data and to recommend to the State Board a prescriptive intervention for each school. The recommended interventions were based on the school's identified needs and capacity to fulfill those needs and sustain improvement. Interventions range from giving the school more time to continue their progress toward increased student achievement, to replacing the principal with a turnaround principal and adding staff. Each intervention will be accomplished with monitoring from an ADE Intervention Specialist until the school successfully raises student achievement and sustains that improvement.

For more information regarding intervention, [CLICK HERE!](#)

Did You Know?

Did you know that all persons holding a valid elementary, secondary, principal, superintendent, supervisor, career and technical, and special education Arizona State Certificate must obtain a Provisional SEI Endorsement, by August 31, 2006?

The State Board of Education (SBE) approved the SEI Task Force-recommended curricular framework for both the Provisional SEI Endorsement and the Full SEI Endorsement on January 24, 2005. In addition, the Checklist for SEI Training, which included the instructor qualifications, was approved. The English Acquisition Services Unit (EAS) has a task force in place to decide the reimbursement of the professional development/course work.

- The Provisional SEI Endorsement is valid for 3 years and is not renewable (R7-2-613, J, 2);
- Those classroom teachers, supervisors, principals, and superintendents holding a full English as a Second Language (ESL) Endorsement or a full Bilingual Endorsement do not need to obtain the Provisional SEI Endorsement.
- The Full SEI Endorsement requires an additional 45 clock hours of professional development or three semester hours, for a total of 60 clock hours of professional development or four (4) semester hours.
- The Full SEI Endorsement shall be completed by August 31, 2009, and the Full SEI Endorsement shall be added at the time of renewal;
- At the time of renewal, a person lacking the requirements for the Full SEI Endorsement shall be denied renewal;
- Those classroom teachers, supervisors, principals, and superintendents holding a full English as a Second Language (ESL) Endorsement or a full Bilingual Endorsement do not need to obtain the Full SEI Endorsement; and
- The Local Educational Agencies (LEAs) will have the number of SEI endorsed teachers reported on their Arizona School Report Card, as well as the ESL endorsed teachers and the Bilingual endorsed teachers.

English Acquisition Services

Deputy Associate Superintendent- Irene Moreno

To assist schools that provide services in support of high academic success of limited English proficient (LEP) students.

The English Acquisition Services (EAS) unit at the ADE has been hard at work. In a span of little more than two years, we have produced the Arizona English Language Proficiency Standards (ELPS), implemented the statewide Stanford English Language Proficiency (SELP) Assessment, guided the rigorous technical study to align the SELP and the ELPS and shepherded the Full 60-Hour SEI endorsement into law. EAS is now currently in the middle of the Structured English Immersion (SEI) Curricular Framework approval process. These massive changes are fundamental and will have a lasting impact on the education of the English Language Learner (ELL) student. This year's SEI seminar promises to be more of the same.

The annual EAS conference is scheduled for May 25 - 27, 2005 at the Starr Pass Resort. The conference will provide technical assistance, engaging speakers and materials for ELL educators. Principal Shawn McCollough of Gainesville, GA will present both an inspiring keynote address and a full slate of workshops geared to understanding and using critical ELL data. Also, Patricia Davenport of Brazosport, TX will outline and define her blueprint for academic success in all-day workshops.

What is revolutionary in the realm of Arizona K-12 professional development is how the conference is structured. Specific strands are built into the 1-1/2 day event that will provide eight actual contact hours that can be applied to an attendee's 15-hour Provisional SEI Endorsement. This promises to make the conference vital, useful and relevant to the ELL educator.

The conference's other momentous highlight will be the honoring of the first annual ELL "Teacher of the Year". Known for their dedication and inspiration, these teachers are engaged in the day-to-day work of ensuring that ELL students are able to acquire English and become proficient in the language. They know that proficiency in English is the underpinning of and absolutely essential to a student's future academic success. Awards will recognize a single award winner and celebrate all Arizona ELL teachers. The Honors Banquet will be May 25, at 6:00 pm in the Starr Pass's Tucson Ballroom, with opening remarks by State Superintendent of Public Instruction Tom Horne and award presentation by former Undersecretary of Education, Office of English Language Acquisition, U.S.D.O.E., Maria Ferrier-Hernandez.

EAS is a federal and state-funded program authorized under the Improving America's School Act, (IASA) and Civil Rights Act that provides technical assistance to schools with a limited English proficient student population. Under A.R.S. 15-751-756, each school that has limited English proficient pupils shall provide programs of bilingual instruction or English as a Second Language instruction, or in selected situations, English language instruction based on an individualized education program.

EAS ensures that schools provide limited English proficient students the opportunity to meet Arizona's Academic Standards. Assistance to schools consists of promoting: 1) Awareness of responsibilities under federal and state statutes. 2) Methods for identifying, assessing, and reporting on LEP students. 3) Access to current research regarding best practices for the instruction of limited English proficient students and 4) Professional development opportunities for teachers and administrators to ensure the academic achievement of English proficient students.

For more information about [English Acquisition Services](#):
1535 West Jefferson Street, Bin 31
Phoenix, Arizona 85007
Tel: (602)542-0753
Fax: (602)542-3050

Best Practices...

Student Mobility

Student mobility, or students moving from school to school for reasons other than promotion, is a prevalent problem across the entire country. During an average K-12 education, most children make at least one non-promotional change in schools (Rumberger, 1998). National data in 1994 showed by the third grade, over one-half million school kids had attended more than three schools (United States General Accounting Office, 1994). Unfortunately, these frequent changes link to lack of achievement, poor test scores, and even referral to special education (Alexander, Entwisle, and Dauber, 1996).

The majority of students who suffer from mobility are from the inner city or high-poverty homes, with some urban schools claiming student turn-over rates as high as 80% (Stover, 2000). On average, poorer students tend to struggle academically, so a high rate of mobility adds to their downward spiral. A study of 10,000 high school students found that mobility between the 1st and 8th grade for all types of students increases the odds of becoming a drop-out (Rumberger, 1998).

So how do schools go about decreasing their mobility rates? Research shows that the best factor in decreasing mobility is increasing the overall quality of the school (McCarthy & Still, 1993). If parents believe that the school is helping their child learn and providing a nurturing environment, they are less likely to transfer their child to another facility (Rumberger, 1998). For instance, after completing a comprehensive school reform, Hollibrook Accelerated School in Houston, Texas reduced its mobility rate from 104% to 47%. Brian Putnam, ASSIST Coach and Education Program Specialist for the Arizona Department of Education, provided these suggestions for teachers and administrators:

- Create "buddy systems" by partnering new students with current students.
- Provide outreach to educate parents about minimizing the negative effects of mobility.
- Urge parents to keep their children in the same school for at least the remainder of the school year, and offer guidance to resolve any problems that are provoking the student transfer.
- Make a follow-up appointment with parents two weeks after a transfer is made to discuss how their child is adjusting to the new school.
- Speed up the process of integrating a student into a new school as much as possible.