

Highlights from the State Board of Education January 23, 2017 Meeting

Election of State Board of Education Officers

Members of the State Board unanimously voted to re-elect President Ballantyne and Vice President Carter as President and Vice President. Many members expressed their appreciation for their service and stated the Board is making positive progress under their leadership.



**photo credit: Avondale Elementary School District Facebook page*

Example of Excellence

Board members enjoyed a wonderful presentation by Avondale Elementary School District students, David Kerns (8th Grade) and Cindy Garcia (3rd Grade), who currently participate in the Read Better Be Better program. They were accompanied by the founder and CEO of the program, Sophie Etchart, who explained this program is designed not only to help children improve their literacy skills, but to help them become better learners.

National Assessment of Educational Progress (NAEP) 2015 results for fourth & eighth grade

According to the most currently published NAEP results, Arizona is the only state to show growth from 2009-2015 in math, reading, and science for grades four and eight. Arizona made the greatest score gains in the nation for fourth grade science, with an 11 point change between 2009 and 2015. In eighth grade science, Arizona gained six points. The results also demonstrated that Hispanic eighth graders made an 11 point gain between 2009 and 2015 in closing the achievement gap. Finally, no gender score gaps exist for either fourth or eighth grade in science.

Rulemaking for Subject Areas – Waiver for Testing Requirement

The Every Student Succeeds Act (ESSA) requires teachers in Title I schools to be “appropriately certified” through compliance with certification requirements established by the State of Arizona. Board rule R7-2-607(J) requires teachers in grades 6-12 whose primary assignment is an academic subject area to pass the appropriate Board adopted subject knowledge exam, and further requires these teachers to have the area(s) of demonstrated proficiency specified on their certificate. Therefore, teachers who were designated as “highly qualified” through the AZ High, Objective, Uniform, State Standard of Evaluation (HOUSSE) rubric in a content area, or through 24 semester hours of coursework in the subject area, may not qualify as “appropriately certified” under ESSA.

To remedy this issue and promote the retention of experienced and effective teachers in core subject areas in grades 6-12, the State Board of Education adopted board rule R7-2-607.01. This rule provides a temporary grandfathering provision that allows teachers with a valid Elementary or Secondary certificate, or a Special Education certificate that includes grades 6-12, issued prior to August 1, 2016 to become “appropriately certified” in a subject, and add one or more approved subject areas to their certificate, without requiring a subject knowledge exam, if they meet the following requirements:

1. Verification from the LEA that the teacher was “highly qualified” in the subject(s) as defined by NCLB, for reason that:
 - The individual was teaching in one or more subject areas based on a verified Arizona High, Objective, Uniform, State Standard of Evaluation (HOUSSE) rubric as highly qualified to teach the subject area(s) as defined under the No Child Left Behind Act; or
 - The individual has completed a minimum of 24 semester hours of courses in the subject

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- area(s); and
2. Verification that the teacher's most recent evaluation was within the two highest performance classifications; and
3. Submission of an application to add the approved area on or before August 1, 2017.

More information can be found [here](#).

Rulemaking for Student Teaching Intern Certificate

The Board adopted R7-2-614(K) which creates a student teaching intern certificate. The effective date of the certificate is February 1, 2017 for placements beginning in the 2017-2018 school year. This is an optional certificate. Student teachers who qualify for a certificate under this rule must be enrolled in the culminating student teaching capstone experience under the supervision of a program supervisor, have a minimum GPA of 3.0 on a 4.0 scale, a valid fingerprint clearance card and a passing score on the professional and subject knowledge portions of the Arizona Educator Proficiency Assessment.

The educator preparation provider must submit a written supervision plan for Board approval that includes verification of the education preparation provider's roles and responsibilities for the program supervisor and verification that onsite mentorship and induction be provided by the Local Education Agency (LEA). A request for issuance of the certificate must originate from the district superintendent or charter school superintendent and the educator preparation provider.

In compliance with ESSA, student teacher intern certificate holders are ineligible to teach in a special education classroom unless they have already received their bachelor's degree from an accredited institution.

A student teaching intern certificate holder may apply for an Arizona teaching certificate after successful completion of a Board approved educator preparation program and submission of an institutional recommendation to ADE.