



Arizona State Board of Education
Certification Advisory Committee

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to members of the State Board of Education Certification Advisory Committee, and to the general public, that the Committee will hold a meeting open to the public on **Monday, February 6, 2017, at 9:30 a.m. at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, Arizona 85007.** A copy of the agenda is attached. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more Committee members may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Committee may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Committee may vote to convene in executive session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 1st day of February, 2017.

By: _____

Dr. Karol Schmidt
Executive Director
(602) 542-5057

AGENDA

CERTIFICATION ADVISORY COMMITTEE

Monday, February 6, 2017

9:30 AM

Arizona Department of Education, Room 122

1535 W. Jefferson

Phoenix, AZ 85007

9:30 a.m. Call to Order and Roll Call

1. Executive Director's Report
 - a. Introduction of Rule Proposals and Pending Legislation
2. Presentation, discussion and possible action to recommend amendments to rule R7-2-619 regarding Renewal Requirements
3. Presentation, discussion and possible action to recommend proposed amendments to the following rules:
 - a. R7-2-608 regarding Early Childhood Teaching Certificates
 - b. R7-2-609 regarding Elementary Teaching Certificates
 - c. R7-2-610 regarding Secondary Teaching Certificates
 - d. R7-2-611 regarding Special Education Teaching Certificates
4. **CALL TO THE PUBLIC:** This is the time for the public to comment. Members of the Committee may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
5. **FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS.** The executive director or a member of the Committee may discuss future meeting dates and direct staff to place matters on a future agenda.

Adjourn

Senate Engrossed

State of Arizona
Senate
Fifty-third Legislature
First Regular Session
2017

SENATE BILL 1057

AN ACT

AMENDING SECTION 15-203, ARIZONA REVISED STATUTES; RELATING TO THE STATE BOARD OF EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-203, Arizona Revised Statutes, is amended to
3 read:

4 15-203. Powers and duties

5 A. The state board of education shall:

6 1. Exercise general supervision over and regulate the conduct of
7 the public school system and adopt any rules and policies it deems
8 necessary to accomplish this purpose.

9 2. Keep a record of its proceedings.

10 3. Make rules for its own government.

11 4. Determine the policy and work undertaken by it.

12 5. Subject to title 41, chapter 4, article 4, employ staff.

13 6. Prescribe and supervise the duties of its employees pursuant to
14 title 41, chapter 4, article 4, if not otherwise prescribed by statute.

15 7. Delegate to the superintendent of public instruction the
16 execution of board policies and rules.

17 8. Recommend to the legislature changes or additions to the
18 statutes pertaining to schools.

19 9. Prepare, publish and distribute reports concerning the
20 educational welfare of this state.

21 10. Prepare a budget for expenditures necessary for proper
22 maintenance of the board and accomplishment of its purposes and present
23 the budget to the legislature.

24 11. Aid in the enforcement of laws relating to schools.

25 12. Prescribe a minimum course of study in the common schools,
26 minimum competency requirements for the promotion of pupils from the third
27 grade and minimum course of study and competency requirements for the
28 promotion of pupils from the eighth grade. The state board of education
29 shall prepare a fiscal impact statement of any proposed changes to the
30 minimum course of study or competency requirements and, on completion,
31 shall send a copy to the director of the joint legislative budget
32 committee and the executive director of the school facilities board. The
33 state board of education shall not adopt any changes in the minimum course
34 of study or competency requirements in effect on July 1, 1998 that will
35 have a fiscal impact on school capital costs.

36 13. Prescribe minimum course of study and competency requirements
37 for the graduation of pupils from high school. The state board of
38 education shall prepare a fiscal impact statement of any proposed changes
39 to the minimum course of study or competency requirements and, on
40 completion, shall send a copy to the director of the joint legislative
41 budget committee and the executive director of the school facilities
42 board. The state board of education shall not adopt any changes in the
43 minimum course of study or competency requirements in effect on July 1,
44 1998 that will have a fiscal impact on school capital costs.

1 14. Supervise and control the certification of persons engaged in
2 instructional work directly as any classroom, laboratory or other teacher
3 or indirectly as a supervisory teacher, speech therapist, principal or
4 superintendent in a school district, including school district preschool
5 programs, or any other educational institution below the community
6 college, college or university level, and prescribe rules for
7 certification, including rules for certification of teachers who have
8 teaching experience and who are trained in other states, that are not
9 unnecessarily restrictive and are substantially similar to the rules
10 prescribed for the certification of teachers trained in this state. The
11 rules:

12 (a) Shall allow a variety of alternative teacher and administrator
13 preparation programs, with variations in program sequence and design, to
14 apply for program approval. The state board shall adopt rules pursuant to
15 this subdivision designed to allow for a variety of formats and shall not
16 require a prescribed answer or design from the program provider in order
17 to obtain approval from the state board. The state board shall evaluate
18 each program provider based on the program's ability to prepare teachers
19 and administrators and to recruit teachers and administrators with a
20 variety of experiences and talents. The state board shall permit
21 universities under the jurisdiction of the Arizona board of regents,
22 community colleges in this state, private postsecondary institutions
23 licensed by this state, school districts, charter schools and professional
24 organizations to apply for program approval and shall create application
25 procedures and certification criteria that are less restrictive than those
26 for traditional preparation programs. Alternative preparation program
27 graduates shall:

28 (i) Hold a bachelor's degree from an accredited postsecondary
29 education institution.

30 (ii) Demonstrate professional knowledge and subject knowledge
31 proficiency pursuant to section 15-533.

32 (iii) Obtain a fingerprint clearance card pursuant to section
33 15-534.

34 (iv) Complete training in structured English immersion as
35 prescribed by the state board.

36 (v) Complete training in research-based systematic phonics
37 instruction as prescribed in subdivision (b) of this paragraph.

38 (vi) Demonstrate the required proficiency in the Constitutions of
39 the United States and Arizona as prescribed in section 15-532.

40 (b) Shall require applicants for all certificates for common school
41 instruction to complete a minimum of forty-five classroom hours or three
42 college level credit hours, or the equivalent, of training in
43 research-based systematic phonics instruction from a public or private
44 provider.

1 (c) Shall not require a teacher to obtain a master's degree or to
2 take any additional graduate courses as a condition of certification or
3 recertification.

4 (d) Shall allow a general equivalency diploma to be substituted for
5 a high school diploma in the certification of emergency substitute
6 teachers.

7 (e) Shall allow but shall not require the superintendent of a
8 school district to obtain certification from the state board of education.

9 (f) Shall provide for the issuance of a specialized teaching
10 certificate to classroom teachers with expertise in either science,
11 technology, engineering or mathematics. Teachers who are certified
12 pursuant to this subdivision shall complete training in structured English
13 immersion as prescribed by the state board. Teachers who are certified
14 pursuant to this subdivision are exempt from the professional knowledge
15 and subject knowledge proficiency requirements prescribed in section
16 15-533 and from the proficiency requirements prescribed in section 15-532
17 on the Constitutions of the United States and Arizona. A teacher who
18 obtains a specialized teaching certificate pursuant to this subdivision
19 may provide instruction in the teacher's field of expertise in grades six
20 through twelve at any public school in this state. This subdivision does
21 not require a teacher who has obtained another type of teaching
22 certificate from the state board to obtain a specialized teaching
23 certificate pursuant to this subdivision in order to provide instruction
24 in grades six through twelve in a science, technology, engineering or
25 mathematics course. A classroom teacher is eligible for a specialized
26 teaching certificate pursuant to this subdivision if the teacher meets all
27 of the following requirements:

28 (i) Has taught science, technology, engineering or mathematics
29 courses for the last two consecutive years and for a total of at least
30 three years at one or more regionally or nationally accredited public or
31 private postsecondary institutions. An applicant shall demonstrate
32 compliance with this requirement by providing the state board with written
33 proof of employment for specific durations from one or more qualifying
34 postsecondary institutions.

35 (ii) Has either a baccalaureate degree, a master's degree or a
36 ~~doctorate~~ DOCTORAL degree in an academic subject that is specific to
37 science, technology, engineering or mathematics or has obtained a passing
38 score on a statewide educator assessment in science, technology,
39 engineering or mathematics that is recognized by the state board.

40 (iii) Obtains a valid fingerprint clearance card that is issued
41 pursuant to title 41, chapter 12, article 3.1.

42 (g) Notwithstanding section 15-533, may exempt persons applying for
43 a secondary education certificate from the subject knowledge portion of
44 the proficiency examination if the state board determines that the person
45 has work experience in science, technology, engineering or mathematics and

1 can demonstrate adequate knowledge of a particular subject through a
2 postsecondary education degree or twenty-four credit hours of relevant
3 coursework.

4 (h) Shall allow for a standard certificate issued to a person
5 pursuant to this section to be renewed for at least eight years and may
6 not require more than fifteen hours of continuing education credits each
7 year in order to renew any certificate issued pursuant to this section.

8 (i) SHALL ALLOW A CERTIFICATE, AND ANY ENDORSEMENT OR APPROVED AREA
9 RELATED TO THAT CERTIFICATE, TO BE RENEWED AT LEAST TWO YEARS AFTER THAT
10 CERTIFICATE EXPIRES WITHOUT ANY OTHER REQUIREMENTS ADOPTED BY THE STATE
11 BOARD OF EDUCATION OR THE DEPARTMENT OF EDUCATION IF THE PERSON IS IN GOOD
12 STANDING, HAS AT LEAST TEN YEARS OF VERIFIED FULL-TIME EXPERIENCE IN THIS
13 STATE IN THE AREA THE PERSON IS SEEKING RENEWED CERTIFICATION AND
14 POSSESSES A VALID FINGERPRINT CLEARANCE CARD ISSUED PURSUANT TO SECTION
15 15-534. A CERTIFICATE RENEWED PURSUANT TO THIS SUBDIVISION SHALL BE
16 IDENTICAL TO THE EXPIRED CERTIFICATE.

17 15. Adopt a list of approved tests for determining special
18 education assistance to gifted pupils as defined in and as provided in
19 chapter 7, article 4.1 of this title. The adopted tests shall provide
20 separate scores for quantitative reasoning, verbal reasoning and nonverbal
21 reasoning and shall be capable of providing reliable and valid scores at
22 the highest ranges of the score distribution.

23 16. Adopt rules governing the methods for the administration of all
24 proficiency examinations.

25 17. Adopt proficiency examinations for its use. The state board of
26 education shall determine the passing score for the proficiency
27 examinations.

28 18. Include within its budget the cost of contracting for the
29 purchase, distribution and scoring of the examinations as provided in
30 paragraphs 16 and 17 of this subsection.

31 19. Supervise and control the qualifications of professional
32 nonteaching school personnel and prescribe standards relating to
33 qualifications. The standards shall not require the business manager of a
34 school district to obtain certification from the state board of education.

35 20. Impose such disciplinary action, including the issuance of a
36 letter of censure, suspension, suspension with conditions or revocation of
37 a certificate, on a finding of immoral or unprofessional conduct.

38 21. Establish an assessment, data gathering and reporting system
39 for pupil performance as prescribed in chapter 7, article 3 of this title.

40 22. Adopt a rule to promote braille literacy pursuant to section
41 15-214.

42 23. Adopt rules prescribing procedures for the investigation by the
43 department of education of every written complaint alleging that a
44 certificated person has engaged in immoral conduct.

1 24. For purposes of federal law, serve as the state board for
2 vocational and technological education and meet at least four times each
3 year solely to execute the powers and duties of the state board for
4 vocational and technological education.

5 25. Develop and maintain a handbook for use in the schools of this
6 state that provides guidance for the teaching of moral, civic and ethical
7 education. The handbook shall promote existing curriculum frameworks and
8 shall encourage school districts to recognize moral, civic and ethical
9 values within instructional and programmatic educational development
10 programs for the general purpose of instilling character and ethical
11 principles in pupils in kindergarten programs and grades one through
12 twelve.

13 26. Require pupils to recite the following passage from the
14 declaration of independence for pupils in grades four through six at the
15 commencement of the first class of the day in the schools, except that a
16 pupil shall not be required to participate if the pupil or the pupil's
17 parent or guardian objects:

18 We hold these truths to be self-evident, that all men
19 are created equal, that they are endowed by their creator with
20 certain unalienable rights, that among these are life, liberty
21 and the pursuit of happiness. That to secure these rights,
22 governments are instituted among men, deriving their just
23 powers from the consent of the governed. . . .

24 27. Adopt rules that provide for educator certification reciprocity.
25 The rules for issuance of a comparable reciprocal educator certificate
26 shall include a requirement that the applicant possess a comparable valid
27 certification from another state that included passing that state's
28 subject knowledge and professional exams and be in good standing with that
29 other state. An applicant who possesses a valid certification from
30 another state and a fingerprint clearance card pursuant to section 15-534
31 and who is in good standing with that other state shall be issued a
32 standard teaching certificate without any other requirements from the
33 state board of education or the department of education. A person who is
34 issued a certificate pursuant to this paragraph is not required to meet
35 any requirement prescribed in section 15-533.

36 28. Adopt rules that provide for the presentation of an honorary
37 high school diploma to a person who has never obtained a high school
38 diploma and who meets both of the following requirements:

39 (a) Currently resides in this state.

40 (b) Provides documented evidence from the department of veterans'
41 services that the person enlisted in the armed forces of the United States
42 and served in World War I, World War II, the Korean conflict or the
43 Vietnam conflict.

44 29. Cooperate with the Arizona-Mexico commission in the governor's
45 office and with researchers at universities in this state to collect data

1 and conduct projects in the United States and Mexico on issues that are
2 within the scope of the duties of the department of education and that
3 relate to quality of life, trade and economic development in this state in
4 a manner that will help the Arizona-Mexico commission to assess and
5 enhance the economic competitiveness of this state and of the
6 Arizona-Mexico region.

7 30. Adopt rules to define and provide guidance to schools as to the
8 activities that would constitute immoral or unprofessional conduct of
9 certificated persons.

10 31. Adopt guidelines to encourage pupils in grades nine, ten,
11 eleven and twelve to volunteer for twenty hours of community service
12 before graduation from high school. A school district that complies with
13 the guidelines adopted pursuant to this paragraph is not liable for
14 damages resulting from a pupil's participation in community service unless
15 the school district is found to have demonstrated wanton or reckless
16 disregard for the safety of the pupil and other participants in community
17 service. For the purposes of this paragraph, "community service" may
18 include service learning. The guidelines shall include the following:

19 (a) A list of the general categories in which community service may
20 be performed.

21 (b) A description of the methods by which community service will be
22 monitored.

23 (c) A consideration of risk assessment for community service
24 projects.

25 (d) Orientation and notification procedures of community service
26 opportunities for pupils entering grade nine, including the development of
27 a notification form. The notification form shall be signed by the pupil
28 and the pupil's parent or guardian, except that a pupil shall not be
29 required to participate in community service if the parent or guardian
30 notifies the principal of the pupil's school in writing that the parent or
31 guardian does not wish the pupil to participate in community service.

32 (e) Procedures for a pupil in grade nine to prepare a written
33 proposal that outlines the type of community service that the pupil would
34 like to perform and the goals that the pupil hopes to achieve as a result
35 of community service. The pupil's written proposal shall be reviewed by a
36 faculty advisor, a guidance counselor or any other school employee who is
37 designated as the community service program coordinator for that school.
38 The pupil may alter the written proposal at any time before performing
39 community service.

40 (f) Procedures for a faculty advisor, a guidance counselor or any
41 other school employee who is designated as the community service program
42 coordinator to evaluate and certify the completion of community service
43 performed by pupils.

44 32. To facilitate the transfer of military personnel and their
45 dependents to and from the public schools of this state, pursue, in

1 cooperation with the Arizona board of regents, reciprocity agreements with
2 other states concerning the transfer credits for military personnel and
3 their dependents. A reciprocity agreement entered into pursuant to this
4 paragraph shall:

5 (a) Address procedures for each of the following:

6 (i) The transfer of student records.

7 (ii) Awarding credit for completed coursework.

8 (iii) Permitting a student to satisfy the graduation requirements
9 prescribed in section 15-701.01 through the successful performance on
10 comparable exit-level assessment instruments administered in another
11 state.

12 (b) Include appropriate criteria developed by the state board of
13 education and the Arizona board of regents.

14 33. Adopt guidelines that school district governing boards shall
15 use in identifying pupils who are eligible for gifted programs and in
16 providing gifted education programs and services. The state board of
17 education shall adopt any other guidelines and rules that it deems
18 necessary in order to carry out the purposes of chapter 7, article 4.1 of
19 this title.

20 34. For each of the alternative textbook formats of human-voiced
21 audio, large-print and braille, designate alternative media producers to
22 adapt existing standard print textbooks or to provide specialized
23 textbooks, or both, for pupils with disabilities in this state. Each
24 alternative media producer shall be capable of producing alternative
25 textbooks in all relevant subjects in at least one of the alternative
26 textbook formats. The board shall post the designated list of alternative
27 media producers on its website.

28 35. Adopt a list of approved professional development training
29 providers for use by school districts as provided in section 15-107,
30 subsection J. The professional development training providers shall meet
31 the training curriculum requirements determined by the state board of
32 education in at least the areas of school finance, governance, employment,
33 staffing, inventory and human resources, internal controls and
34 procurement.

35 36. Adopt rules to prohibit a person who violates the notification
36 requirements prescribed in section 15-183, subsection C, paragraph 8 or
37 section 15-550, subsection C from certification pursuant to this title
38 until the person is no longer charged or is acquitted of any offenses
39 listed in section 41-1758.03, subsection B. The board shall also adopt
40 rules to prohibit a person who violates the notification requirements,
41 certification surrender requirements or fingerprint clearance card
42 surrender requirements prescribed in section 15-183, subsection C,
43 paragraph 9 or section 15-550, subsection D from certification pursuant to
44 this title for at least ten years after the date of the violation.

1 37. Adopt rules for the alternative certification of teachers of
2 nontraditional foreign languages that allow for the passing of a
3 nationally accredited test to substitute for the education coursework
4 required for certification.

5 38. Adopt and maintain a model framework for a teacher and
6 principal evaluation instrument that includes quantitative data on student
7 academic progress that accounts for between thirty-three percent and fifty
8 percent of the evaluation outcomes. The framework shall include four
9 performance classifications, designated as highly effective, effective,
10 developing and ineffective, and guidelines for school districts and
11 charter schools to use in their evaluation instruments. The state board of
12 education shall adopt best practices for professional development and
13 evaluator training. The state board of education may periodically make
14 adjustments to align the model framework for teacher and principal
15 evaluations with assessment or data changes at the state level. School
16 districts and charter schools shall use an instrument that meets the data
17 requirements established by the state board of education to annually
18 evaluate individual teachers and principals. School districts and charter
19 schools shall adopt definitions for the performance classifications
20 adopted by the state board of education in a public meeting and apply the
21 performance classifications to their evaluation instruments in a manner
22 designed to improve principal and teacher performance. For charter
23 holders, the principal evaluation instrument applies to each charter
24 school's instructional leader whose primary responsibility is to oversee
25 the academic performance of the charter school. This paragraph does not
26 apply to an officer, director, member or partner of the charter holder.
27 The school district governing board shall discuss at a public meeting at
28 least annually its aggregate performance classifications of principals and
29 teachers.

30 39. Adopt rules to define competency-based educational pathways for
31 college and career readiness that may be used by schools. The rules shall
32 include the following components:

33 (a) The establishment of learning outcomes that will be expected
34 for students in a particular subject.

35 (b) A process and criteria by which assessments may be identified
36 or established to determine if students have reached the desired
37 competencies in a particular subject.

38 (c) A mechanism to allow pupils in grades seven through twelve who
39 have demonstrated competency in a subject to immediately obtain credit for
40 the mastery of that subject. The rules shall include a list of applicable
41 subjects, including the level of competency required for each subject.

42 40. In consultation with the department of health services, the
43 department of education, medical professionals, school health
44 professionals, school administrators and an organization that represents

1 school nurses in this state, adopt rules that prescribe the following for
2 school districts and charter schools:

3 (a) Annual training in the administration of auto-injectable
4 epinephrine, as directed on the prescription protocol, for designated
5 medical and nonmedical school personnel. The annual training prescribed
6 in this subdivision is optional during any fiscal year in which sufficient
7 monies are not appropriated by the legislature during that fiscal year to
8 provide for the purchase of two juvenile doses and two adult doses of
9 epinephrine auto-injectors at each public school in this state and if the
10 school does not stock two juvenile doses and two adult doses of
11 epinephrine auto-injectors at the school during that fiscal year.

12 (b) Annual training for all school site personnel on the
13 recognition of anaphylactic shock symptoms and the procedures to follow
14 when anaphylactic shock occurs, following the national guidelines of the
15 American academy of pediatrics. The annual training prescribed in this
16 subdivision is optional during any fiscal year in which sufficient monies
17 are not appropriated by the legislature during that fiscal year to provide
18 for the purchase of two juvenile doses and two adult doses of epinephrine
19 auto-injectors at each public school in this state and if the school does
20 not stock two juvenile doses and two adult doses of epinephrine
21 auto-injectors at the school during that fiscal year.

22 (c) Procedures for the administration of epinephrine auto-injectors
23 in emergency situations, as directed on the prescription protocol.

24 (d) Procedures for annually requesting a standing order for
25 epinephrine auto-injectors pursuant to section 15-157 from the chief
26 medical officer of the department of health services, the chief medical
27 officer of a county health department, a doctor of medicine licensed
28 pursuant to title 32, chapter 13 or a doctor of osteopathy licensed
29 pursuant to title 32, chapter 17.

30 (e) Procedures for reporting the use of epinephrine auto-injectors
31 to the department of health services.

32 B. The state board of education may:

33 1. Contract.

34 2. Sue and be sued.

35 3. Distribute and score the tests prescribed in chapter 7, article
36 3 of this title.

37 4. Provide for an advisory committee to conduct hearings and
38 screenings to determine whether grounds exist to impose disciplinary
39 action against a certificated person, whether grounds exist to reinstate a
40 revoked or surrendered certificate and whether grounds exist to approve or
41 deny an initial application for certification or a request for renewal of
42 a certificate. The board may delegate its responsibility to conduct
43 hearings and screenings to its advisory committee. Hearings shall be
44 conducted pursuant to title 41, chapter 6, article 6.

1 5. Proceed with the disposal of any complaint requesting
2 disciplinary action or with any disciplinary action against a person
3 holding a certificate as prescribed in subsection A, paragraph 14 of this
4 section after the suspension or expiration of the certificate or surrender
5 of the certificate by the holder.

6 6. Assess costs and reasonable attorney fees against a person who
7 files a frivolous complaint or who files a complaint in bad faith. Costs
8 assessed pursuant to this paragraph shall not exceed the expenses incurred
9 by the department of education in the investigation of the complaint.

10 C. Placement decisions of teaching intern certificate holders
11 issued pursuant to subsection A, paragraph 14, subdivision (a) of this
12 section and section 15-552 shall be based on agreements between the
13 teacher preparation provider, the provider's partner organizations and the
14 local education agency. The practices of the department of education and
15 the rules and policies of the state board of education may not restrict
16 placement of teaching intern certification holders based on local
17 education agency instructional models and may only consider the academic
18 quality of the school, the effectiveness of the teaching intern
19 certification holder's on-site mentor and the opportunity for a wide
20 variety of schools and school models to access teaching intern
21 certification holders.

State of Arizona
Senate
Fifty-third Legislature
First Regular Session
2017

SENATE BILL 1042

AN ACT

AMENDING SECTIONS 15-203, 15-532 AND 15-533, ARIZONA REVISED STATUTES;
RELATING TO TEACHERS.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-203, Arizona Revised Statutes, is amended to
3 read:

4 15-203. Powers and duties

5 A. The state board of education shall:

6 1. Exercise general supervision over and regulate the conduct of
7 the public school system and adopt any rules and policies it deems
8 necessary to accomplish this purpose.

9 2. Keep a record of its proceedings.

10 3. Make rules for its own government.

11 4. Determine the policy and work undertaken by it.

12 5. Subject to title 41, chapter 4, article 4, employ staff.

13 6. Prescribe and supervise the duties of its employees pursuant to
14 title 41, chapter 4, article 4, if not otherwise prescribed by statute.

15 7. Delegate to the superintendent of public instruction the
16 execution of board policies and rules.

17 8. Recommend to the legislature changes or additions to the
18 statutes pertaining to schools.

19 9. Prepare, publish and distribute reports concerning the
20 educational welfare of this state.

21 10. Prepare a budget for expenditures necessary for proper
22 maintenance of the board and accomplishment of its purposes and present
23 the budget to the legislature.

24 11. Aid in the enforcement of laws relating to schools.

25 12. Prescribe a minimum course of study in the common schools,
26 minimum competency requirements for the promotion of pupils from the third
27 grade and minimum course of study and competency requirements for the
28 promotion of pupils from the eighth grade. The state board of education
29 shall prepare a fiscal impact statement of any proposed changes to the
30 minimum course of study or competency requirements and, on completion,
31 shall send a copy to the director of the joint legislative budget
32 committee and the executive director of the school facilities board. The
33 state board of education shall not adopt any changes in the minimum course
34 of study or competency requirements in effect on July 1, 1998 that will
35 have a fiscal impact on school capital costs.

36 13. Prescribe minimum course of study and competency requirements
37 for the graduation of pupils from high school. The state board of
38 education shall prepare a fiscal impact statement of any proposed changes
39 to the minimum course of study or competency requirements and, on
40 completion, shall send a copy to the director of the joint legislative
41 budget committee and the executive director of the school facilities
42 board. The state board of education shall not adopt any changes in the
43 minimum course of study or competency requirements in effect on July 1,
44 1998 that will have a fiscal impact on school capital costs.

1 14. Supervise and control the certification of persons engaged in
2 instructional work directly as any classroom, laboratory or other teacher
3 or indirectly as a supervisory teacher, speech therapist, principal or
4 superintendent in a school district, including school district preschool
5 programs, or any other educational institution below the community
6 college, college or university level, and prescribe rules for
7 certification, including rules for certification of teachers who have
8 teaching experience and who are trained in other states, that are not
9 unnecessarily restrictive and are substantially similar to the rules
10 prescribed for the certification of teachers trained in this state. The
11 rules:

12 (a) Shall ~~allow~~ PROVIDE FOR a variety of alternative teacher and
13 administrator preparation programs, ~~with~~ THAT ALLOW FOR variations in
14 program sequence and design, ~~to~~ apply for program approval. The state
15 board shall adopt rules pursuant to this subdivision designed to allow for
16 a variety of formats and shall not require a prescribed answer or design
17 from the program provider in order to obtain approval from the state
18 board. ANY RULES ADOPTED BY THE STATE BOARD PURSUANT TO THIS SUBDIVISION
19 SHALL BE SUBSTANTIALLY DIFFERENT FROM THE RULES ADOPTED FOR THE APPROVAL
20 OF TRADITIONAL PREPARATION PROGRAMS AND MAY NOT UNNECESSARILY RESTRICT A
21 VARIETY OF ALTERNATIVE PREPARATION PROGRAMS FROM OPERATING AND PROVIDING
22 INSTRUCTION IN THIS STATE. The state board shall evaluate each program
23 provider based on the program's ability to prepare teachers and
24 administrators and to recruit teachers and administrators with a variety
25 of experiences and talents. The state board shall permit universities
26 under the jurisdiction of the Arizona board of regents, community colleges
27 in this state, private postsecondary institutions licensed by this state,
28 school districts, charter schools, ~~and~~ professional organizations,
29 NONPROFIT ORGANIZATIONS AND PRIVATE ENTITIES to apply for program approval
30 and shall create application procedures and certification criteria that
31 are SUBSTANTIALLY less restrictive than those for traditional preparation
32 programs. AT THE COMPLETION OF AN alternative preparation program,
33 graduates shall:

34 (i) Hold a bachelor's degree from an accredited postsecondary
35 education institution.

36 (ii) Demonstrate professional knowledge and subject knowledge
37 proficiency pursuant to section 15-533.

38 (iii) Obtain a fingerprint clearance card pursuant to section
39 15-534.

40 ~~(iv) Complete training in structured English immersion as~~
41 ~~prescribed by the state board.~~

42 (v) (iv) IF APPLICABLE, complete training in research-based
43 systematic phonics instruction as prescribed in subdivision (b) of this
44 paragraph.

1 ~~(vi)~~ (v) Demonstrate the required proficiency in the Constitutions
2 of the United States and Arizona as prescribed in section 15-532.

3 (b) Shall require applicants for all certificates for common school
4 instruction to complete a minimum of forty-five classroom hours or three
5 college level credit hours, or the equivalent, of training in
6 research-based systematic phonics instruction from a public or private
7 provider.

8 (c) Shall not require a teacher to obtain a master's degree or to
9 take any additional graduate courses as a condition of certification or
10 recertification.

11 (d) Shall allow a general equivalency diploma to be substituted for
12 a high school diploma in the certification of emergency substitute
13 teachers.

14 (e) Shall allow but shall not require the superintendent of a
15 school district to obtain certification from the state board of education.

16 (f) Shall provide for the issuance of a specialized teaching
17 certificate to classroom teachers with expertise in either science,
18 technology, engineering or mathematics. Teachers who are certified
19 pursuant to this subdivision shall complete training in structured English
20 immersion as prescribed by the state board. Teachers who are certified
21 pursuant to this subdivision are exempt from the professional knowledge
22 and subject knowledge proficiency requirements prescribed in section
23 15-533 and from the proficiency requirements prescribed in section 15-532
24 on the Constitutions of the United States and Arizona. A teacher who
25 obtains a specialized teaching certificate pursuant to this subdivision
26 may provide instruction in the teacher's field of expertise in grades six
27 through twelve at any public school in this state. This subdivision does
28 not require a teacher who has obtained another type of teaching
29 certificate from the state board to obtain a specialized teaching
30 certificate pursuant to this subdivision in order to provide instruction
31 in grades six through twelve in a science, technology, engineering or
32 mathematics course. A classroom teacher is eligible for a specialized
33 teaching certificate pursuant to this subdivision if the teacher meets all
34 of the following requirements:

35 (i) Has taught science, technology, engineering or mathematics
36 courses for the last two consecutive years and for a total of at least
37 three years at one or more regionally or nationally accredited public or
38 private postsecondary institutions. An applicant shall demonstrate
39 compliance with this requirement by providing the state board with written
40 proof of employment for specific durations from one or more qualifying
41 postsecondary institutions.

42 (ii) Has either a baccalaureate degree, a master's degree or a
43 ~~doctorate~~ DOCTORAL degree in an academic subject that is specific to
44 science, technology, engineering or mathematics or has obtained a passing

1 score on a statewide educator assessment in science, technology,
2 engineering or mathematics that is recognized by the state board.

3 (iii) Obtains a valid fingerprint clearance card that is issued
4 pursuant to title 41, chapter 12, article 3.1.

5 (g) Notwithstanding section 15-533, ~~may~~ **SHALL** exempt persons
6 applying for a secondary education certificate from the subject knowledge
7 portion of the proficiency examination if the state board determines that
8 the person has work experience in science, technology, engineering or
9 mathematics and can demonstrate adequate knowledge of a particular subject
10 through a postsecondary education degree or twenty-four credit hours of
11 relevant coursework.

12 (h) Shall allow for a standard certificate issued to a person
13 pursuant to this section to be **BOTH ISSUED AND** renewed for at least ~~eight~~
14 **TWELVE** years and may not require more than fifteen hours of continuing
15 education credits each year in order to renew any certificate issued
16 pursuant to this section.

17 15. Adopt a list of approved tests for determining special
18 education assistance to gifted pupils as defined in and as provided in
19 chapter 7, article 4.1 of this title. The adopted tests shall provide
20 separate scores for quantitative reasoning, verbal reasoning and nonverbal
21 reasoning and shall be capable of providing reliable and valid scores at
22 the highest ranges of the score distribution.

23 16. Adopt rules governing the methods for the administration of all
24 proficiency examinations.

25 17. Adopt proficiency examinations for its use. The state board of
26 education shall determine the passing score for the proficiency
27 examinations.

28 18. Include within its budget the cost of contracting for the
29 purchase, distribution and scoring of the examinations as provided in
30 paragraphs 16 and 17 of this subsection.

31 19. Supervise and control the qualifications of professional
32 nonteaching school personnel and prescribe standards relating to
33 qualifications. The standards shall not require the business manager of a
34 school district to obtain certification from the state board of education.

35 20. Impose such disciplinary action, including the issuance of a
36 letter of censure, suspension, suspension with conditions or revocation of
37 a certificate, on a finding of immoral or unprofessional conduct.

38 21. Establish an assessment, data gathering and reporting system
39 for pupil performance as prescribed in chapter 7, article 3 of this title.

40 22. Adopt a rule to promote braille literacy pursuant to section
41 15-214.

42 23. Adopt rules prescribing procedures for the investigation by the
43 department of education of every written complaint alleging that a
44 certificated person has engaged in immoral conduct.

1 24. For purposes of federal law, serve as the state board for
2 vocational and technological education and meet at least four times each
3 year solely to execute the powers and duties of the state board for
4 vocational and technological education.

5 25. Develop and maintain a handbook for use in the schools of this
6 state that provides guidance for the teaching of moral, civic and ethical
7 education. The handbook shall promote existing curriculum frameworks and
8 shall encourage school districts to recognize moral, civic and ethical
9 values within instructional and programmatic educational development
10 programs for the general purpose of instilling character and ethical
11 principles in pupils in kindergarten programs and grades one through
12 twelve.

13 26. Require pupils to recite the following passage from the
14 declaration of independence for pupils in grades four through six at the
15 commencement of the first class of the day in the schools, except that a
16 pupil shall not be required to participate if the pupil or the pupil's
17 parent or guardian objects:

18 We hold these truths to be self-evident, that all men
19 are created equal, that they are endowed by their creator with
20 certain unalienable rights, that among these are life, liberty
21 and the pursuit of happiness. That to secure these rights,
22 governments are instituted among men, deriving their just
23 powers from the consent of the governed. . . .

24 27. Adopt rules that provide for ~~educator~~ certification reciprocity
25 **FOR CERTIFICATES ISSUED PURSUANT TO THIS SECTION**. The rules for ~~issuance~~
26 ~~of a comparable reciprocal educator certificate~~ **CERTIFICATION RECIPROCITY**
27 shall include a requirement that the applicant possess a comparable valid
28 certification from another state ~~that included passing that state's~~
29 ~~subject knowledge and professional exams~~ and be in good standing with that
30 other state. An applicant who possesses a valid certification from
31 another state and a fingerprint clearance card pursuant to section 15-534
32 and who is in good standing with that other state shall be issued a
33 **COMPARABLE** standard ~~teaching~~ certificate without any other requirements
34 from the state board of education or the department of education. A
35 person who is issued a certificate pursuant to this paragraph is not
36 required to meet any requirement prescribed in section 15-533.

37 28. Adopt rules that provide for the presentation of an honorary
38 high school diploma to a person who has never obtained a high school
39 diploma and who meets both of the following requirements:

40 (a) Currently resides in this state.

41 (b) Provides documented evidence from the department of veterans'
42 services that the person enlisted in the armed forces of the United States
43 and served in World War I, World War II, the Korean conflict or the
44 Vietnam conflict.

1 29. Cooperate with the Arizona-Mexico commission in the governor's
2 office and with researchers at universities in this state to collect data
3 and conduct projects in the United States and Mexico on issues that are
4 within the scope of the duties of the department of education and that
5 relate to quality of life, trade and economic development in this state in
6 a manner that will help the Arizona-Mexico commission to assess and
7 enhance the economic competitiveness of this state and of the
8 Arizona-Mexico region.

9 30. Adopt rules to define and provide guidance to schools as to the
10 activities that would constitute immoral or unprofessional conduct of
11 certificated persons.

12 31. Adopt guidelines to encourage pupils in grades nine, ten,
13 eleven and twelve to volunteer for twenty hours of community service
14 before graduation from high school. A school district that complies with
15 the guidelines adopted pursuant to this paragraph is not liable for
16 damages resulting from a pupil's participation in community service unless
17 the school district is found to have demonstrated wanton or reckless
18 disregard for the safety of the pupil and other participants in community
19 service. For the purposes of this paragraph, "community service" may
20 include service learning. The guidelines shall include the following:

21 (a) A list of the general categories in which community service may
22 be performed.

23 (b) A description of the methods by which community service will be
24 monitored.

25 (c) A consideration of risk assessment for community service
26 projects.

27 (d) Orientation and notification procedures of community service
28 opportunities for pupils entering grade nine, including the development of
29 a notification form. The notification form shall be signed by the pupil
30 and the pupil's parent or guardian, except that a pupil shall not be
31 required to participate in community service if the parent or guardian
32 notifies the principal of the pupil's school in writing that the parent or
33 guardian does not wish the pupil to participate in community service.

34 (e) Procedures for a pupil in grade nine to prepare a written
35 proposal that outlines the type of community service that the pupil would
36 like to perform and the goals that the pupil hopes to achieve as a result
37 of community service. The pupil's written proposal shall be reviewed by a
38 faculty advisor, a guidance counselor or any other school employee who is
39 designated as the community service program coordinator for that school.
40 The pupil may alter the written proposal at any time before performing
41 community service.

42 (f) Procedures for a faculty advisor, a guidance counselor or any
43 other school employee who is designated as the community service program
44 coordinator to evaluate and certify the completion of community service
45 performed by pupils.

1 32. To facilitate the transfer of military personnel and their
2 dependents to and from the public schools of this state, pursue, in
3 cooperation with the Arizona board of regents, reciprocity agreements with
4 other states concerning the transfer credits for military personnel and
5 their dependents. A reciprocity agreement entered into pursuant to this
6 paragraph shall:

7 (a) Address procedures for each of the following:

8 (i) The transfer of student records.

9 (ii) Awarding credit for completed coursework.

10 (iii) Permitting a student to satisfy the graduation requirements
11 prescribed in section 15-701.01 through the successful performance on
12 comparable exit-level assessment instruments administered in another
13 state.

14 (b) Include appropriate criteria developed by the state board of
15 education and the Arizona board of regents.

16 33. Adopt guidelines that school district governing boards shall
17 use in identifying pupils who are eligible for gifted programs and in
18 providing gifted education programs and services. The state board of
19 education shall adopt any other guidelines and rules that it deems
20 necessary in order to carry out the purposes of chapter 7, article 4.1 of
21 this title.

22 34. For each of the alternative textbook formats of human-voiced
23 audio, large-print and braille, designate alternative media producers to
24 adapt existing standard print textbooks or to provide specialized
25 textbooks, or both, for pupils with disabilities in this state. Each
26 alternative media producer shall be capable of producing alternative
27 textbooks in all relevant subjects in at least one of the alternative
28 textbook formats. The board shall post the designated list of alternative
29 media producers on its website.

30 35. Adopt a list of approved professional development training
31 providers for use by school districts as provided in section 15-107,
32 subsection J. The professional development training providers shall meet
33 the training curriculum requirements determined by the state board of
34 education in at least the areas of school finance, governance, employment,
35 staffing, inventory and human resources, internal controls and
36 procurement.

37 36. Adopt rules to prohibit a person who violates the notification
38 requirements prescribed in section 15-183, subsection C, paragraph 8 or
39 section 15-550, subsection C from certification pursuant to this title
40 until the person is no longer charged or is acquitted of any offenses
41 listed in section 41-1758.03, subsection B. The board shall also adopt
42 rules to prohibit a person who violates the notification requirements,
43 certification surrender requirements or fingerprint clearance card
44 surrender requirements prescribed in section 15-183, subsection C,

1 paragraph 9 or section 15-550, subsection D from certification pursuant to
2 this title for at least ten years after the date of the violation.

3 37. Adopt rules for the alternative certification of teachers of
4 nontraditional foreign languages that allow for the passing of a
5 nationally accredited test to substitute for the education coursework
6 required for certification.

7 38. Adopt and maintain a model framework for a teacher and
8 principal evaluation instrument that includes quantitative data on student
9 academic progress that accounts for between thirty-three percent and fifty
10 percent of the evaluation outcomes. The framework shall include four
11 performance classifications, designated as highly effective, effective,
12 developing and ineffective, and guidelines for school districts and
13 charter schools to use in their evaluation instruments. The state board
14 of education shall adopt best practices for professional development and
15 evaluator training. The state board of education may periodically make
16 adjustments to align the model framework for teacher and principal
17 evaluations with assessment or data changes at the state level. School
18 districts and charter schools shall use an instrument that meets the data
19 requirements established by the state board of education to annually
20 evaluate individual teachers and principals. School districts and charter
21 schools shall adopt definitions for the performance classifications
22 adopted by the state board of education in a public meeting and apply the
23 performance classifications to their evaluation instruments in a manner
24 designed to improve principal and teacher performance. For charter
25 holders, the principal evaluation instrument applies to each charter
26 school's instructional leader whose primary responsibility is to oversee
27 the academic performance of the charter school. This paragraph does not
28 apply to an officer, director, member or partner of the charter
29 holder. The school district governing board shall discuss at a public
30 meeting at least annually its aggregate performance classifications of
31 principals and teachers.

32 39. Adopt rules to define competency-based educational pathways for
33 college and career readiness that may be used by schools. The rules shall
34 include the following components:

35 (a) The establishment of learning outcomes that will be expected
36 for students in a particular subject.

37 (b) A process and criteria by which assessments may be identified
38 or established to determine if students have reached the desired
39 competencies in a particular subject.

40 (c) A mechanism to allow pupils in grades seven through twelve who
41 have demonstrated competency in a subject to immediately obtain credit for
42 the mastery of that subject. The rules shall include a list of applicable
43 subjects, including the level of competency required for each subject.

1 40. In consultation with the department of health services, the
2 department of education, medical professionals, school health
3 professionals, school administrators and an organization that represents
4 school nurses in this state, adopt rules that prescribe the following for
5 school districts and charter schools:

6 (a) Annual training in the administration of auto-injectable
7 epinephrine, as directed on the prescription protocol, for designated
8 medical and nonmedical school personnel. The annual training prescribed
9 in this subdivision is optional during any fiscal year in which sufficient
10 monies are not appropriated by the legislature during that fiscal year to
11 provide for the purchase of two juvenile doses and two adult doses of
12 epinephrine auto-injectors at each public school in this state and if the
13 school does not stock two juvenile doses and two adult doses of
14 epinephrine auto-injectors at the school during that fiscal year.

15 (b) Annual training for all school site personnel on the
16 recognition of anaphylactic shock symptoms and the procedures to follow
17 when anaphylactic shock occurs, following the national guidelines of the
18 American academy of pediatrics. The annual training prescribed in this
19 subdivision is optional during any fiscal year in which sufficient monies
20 are not appropriated by the legislature during that fiscal year to provide
21 for the purchase of two juvenile doses and two adult doses of epinephrine
22 auto-injectors at each public school in this state and if the school does
23 not stock two juvenile doses and two adult doses of epinephrine
24 auto-injectors at the school during that fiscal year.

25 (c) Procedures for the administration of epinephrine auto-injectors
26 in emergency situations, as directed on the prescription protocol.

27 (d) Procedures for annually requesting a standing order for
28 epinephrine auto-injectors pursuant to section 15-157 from the chief
29 medical officer of the department of health services, the chief medical
30 officer of a county health department, a doctor of medicine licensed
31 pursuant to title 32, chapter 13 or a doctor of osteopathy licensed
32 pursuant to title 32, chapter 17.

33 (e) Procedures for reporting the use of epinephrine auto-injectors
34 to the department of health services.

35 B. The state board of education may:

36 1. Contract.

37 2. Sue and be sued.

38 3. Distribute and score the tests prescribed in chapter 7, article
39 3 of this title.

40 4. Provide for an advisory committee to conduct hearings and
41 screenings to determine whether grounds exist to impose disciplinary
42 action against a certificated person, whether grounds exist to reinstate a
43 revoked or surrendered certificate and whether grounds exist to approve or
44 deny an initial application for certification or a request for renewal of
45 a certificate. The board may delegate its responsibility to conduct

1 hearings and screenings to its advisory committee. Hearings shall be
2 conducted pursuant to title 41, chapter 6, article 6.

3 5. Proceed with the disposal of any complaint requesting
4 disciplinary action or with any disciplinary action against a person
5 holding a certificate as prescribed in subsection A, paragraph 14 of this
6 section after the suspension or expiration of the certificate or surrender
7 of the certificate by the holder.

8 6. Assess costs and reasonable attorney fees against a person who
9 files a frivolous complaint or who files a complaint in bad faith. Costs
10 assessed pursuant to this paragraph shall not exceed the expenses incurred
11 by the department of education in the investigation of the complaint.

12 C. Placement decisions of teaching intern certificate holders
13 issued pursuant to subsection A, paragraph 14, subdivision (a) of this
14 section and section 15-552 shall be based on agreements between the
15 teacher preparation provider, the provider's partner organizations and the
16 local education agency. The practices of the department of education and
17 the rules and policies of the state board of education may not restrict
18 placement of teaching intern certification holders based on local
19 education agency instructional models and may only consider the academic
20 quality of the school, the effectiveness of the teaching intern
21 certification holder's on-site mentor and the opportunity for a wide
22 variety of schools and school models to access teaching intern
23 certification holders.

24 Sec. 2. Section 15-532, Arizona Revised Statutes, is amended to
25 read:

26 15-532. Examination on state and United States constitutions;
27 reciprocity requirement; exemption;
28 intergovernmental agreement or contract for
29 administration and evaluation

30 A. A person WHO IS applying for a certificate authorizing the
31 person to become a teacher in a school, in addition to fingerprinting and
32 other requirements, shall either complete the required classes or pass a
33 satisfactory examination on the provisions and principles of the
34 Constitutions of the United States and Arizona.

35 B. A person who has not met the requirements of this section at the
36 time application is made but who has met all other requirements shall be
37 granted a certificate for at least three years, except that a person who
38 has not met the requirements of this section but who has met all other
39 requirements and who applies for a certificate authorizing the person to
40 teach an academic course that focuses predominantly on history,
41 government, social studies, citizenship, law or civics shall be granted a
42 certificate for not more than one year. No additional certificate may be
43 granted until all requirements have been fulfilled as provided by the
44 regulations of the state board of education governing certification of
45 teachers. A PERSON WHO IS APPLYING FOR RECIPROCITY PURSUANT TO SECTION

1 15-203, SUBSECTION A, PARAGRAPH 27 SHALL BE ISSUED A STANDARD CERTIFICATE
2 AND DEMONSTRATE COMPLETION OF THE REQUIREMENTS PURSUANT TO THE TIMELINES
3 ESTABLISHED IN THIS SECTION. IF A PERSON WHO IS APPLYING FOR RECIPROCITY
4 FAILS TO MEET THE REQUIREMENTS OF THIS SECTION, THE DEPARTMENT OF
5 EDUCATION OR STATE BOARD OF EDUCATION MAY TEMPORARILY SUSPEND THE STANDARD
6 CERTIFICATE. A CERTIFICATE THAT IS TEMPORARILY SUSPENDED PURSUANT TO THIS
7 SUBSECTION IS NOT CONSIDERED A DISCIPLINARY ACTION AND A PERSON SHALL BE
8 ALLOWED TO CORRECT THE DEFICIENCY WITHIN THE REMAINING TIME OF THE
9 STANDARD CERTIFICATION.

10 C. A noncertified person, qualified under the federal and state
11 plans for vocational education, shall be exempt from this section for the
12 purpose of acting as an instructor for special adult and evening classes.

13 D. The state board of education may enter into intergovernmental
14 agreements or contracts pursuant to title 11, chapter 7, article 3 for the
15 administration and evaluation of the examination on the provisions and
16 principles of the Constitutions of the United States and Arizona.
17 Notwithstanding section 15-531, the intergovernmental agreement or
18 contract shall specify the fee for the administration and evaluation of
19 the examination and may provide for the retention of all or part of the
20 monies by the contractor administering and evaluating the examination.

21 E. A university under the jurisdiction of the Arizona board of
22 regents shall offer the classes required by this section to students who
23 are pursuing a bachelor of arts degree in education or a bachelor of
24 science degree in education at that university.

25 Sec. 3. Section 15-533, Arizona Revised Statutes, is amended to
26 read:

27 15-533. Proficiency examination; examination reciprocity

28 A. To qualify for either a ~~basic~~ PROVISIONAL or standard teaching
29 certificate, or equivalent certificate later adopted by the state board of
30 education, a person must pass each component of the proficiency
31 examination developed and administered by the state board of education.
32 The proficiency examination shall consist of only a professional knowledge
33 test and a subject knowledge test.

34 B. A person is not required to take the examination if the person
35 possesses a comparable valid certification from another state and is in
36 good standing with that other state pursuant to section 15-203, subsection
37 A, paragraph 27. A PERSON WHO IS APPLYING FOR A PROVISIONAL, STANDARD OR
38 RECIPROCAL CERTIFICATE, OR ANY OTHER CERTIFICATE ADOPTED BY THE STATE
39 BOARD OF EDUCATION, IS NOT REQUIRED TO TAKE THE PROFESSIONAL KNOWLEDGE
40 TEST, THE SUBJECT KNOWLEDGE TEST OR THE ENTIRE PROFICIENCY EXAMINATION IF
41 THE PERSON HAS PASSED CORRESPONDING PORTIONS OF AN EXAMINATION ADOPTED BY
42 A STATE AGENCY IN ANOTHER STATE THAT IS SUBSTANTIALLY SIMILAR TO THE
43 EXAMINATION ADOPTED BY THE STATE BOARD OF EDUCATION. A PERSON WHO IS
44 APPLYING FOR A PROVISIONAL, STANDARD OR RECIPROCAL CERTIFICATE, OR ANY
45 OTHER CERTIFICATE ADOPTED BY THE STATE BOARD OF EDUCATION, IS NOT REQUIRED

1 TO TAKE ANY PORTION OF THE PROFICIENCY EXAMINATION IF THE PERSON HAS BEEN
2 A FULL-TIME TEACHER IN ANY STATE FOR AT LEAST TWO YEARS IN THE SAME AREA
3 OF CERTIFICATION IN WHICH THE PERSON IS APPLYING FOR CERTIFICATION IN THIS
4 STATE. A person is not required to take the subject knowledge portion of
5 the examination if the person has obtained a master's degree in that
6 subject area at an accredited institution of higher education according to
7 an official transcript issued from the institution.

8 C. A person who obtained structured English immersion training in
9 another state that the state board of education determines is comparable
10 to the structured English immersion training required in this state shall
11 not be required to obtain additional structured English immersion training
12 in this state pursuant to section 15-756.09.

13 D. The state board of education may grant a ~~basic~~ PROVISIONAL or
14 standard teaching certificate for at least three years to a teacher who
15 has not met the ~~requirement~~ REQUIREMENTS of this section at the time of
16 application.

17 ~~B.~~ E. A person is not required to pass the proficiency examination
18 or the equivalent examination more than once. The state board of
19 education may adopt rules to modify the requirements of subsection ~~A~~ B of
20 this section for persons who have taught, obtained certification or
21 obtained a master's degree in another country.

22 ~~C.~~ F. A person who is not required to pass the proficiency
23 examination developed and administered in this state by the state board of
24 education pursuant to ~~subsection A or B of~~ this section shall only be
25 granted reciprocity for those proficiency examinations required in this
26 state that pertain to the grade levels and content areas that the person
27 is certified to teach in another state.

28 Sec. 4. Alternative teacher and administrator preparation
29 programs; state board of education; rules

30 A. The state board of education shall immediately begin the process
31 of adopting new rules for the approval of alternative teacher and
32 administrator preparation programs that are substantially different from
33 the rules established for the approval of traditional teacher and
34 administrator preparation programs pursuant to section 15-203, subsection
35 A, paragraph 14, subdivision (a), Arizona Revised Statutes, as amended by
36 this act.

37 B. The state board of education shall adopt the new rules required
38 by subsection A of this section on or before November 15, 2017. Before
39 the adoption of any rules pursuant to this section, the state board of
40 education shall submit drafts of any proposed rules to the governor, the
41 chairperson of the senate education committee and the chairperson of the
42 house of representatives education committee.

REFERENCE TITLE: schools; specially designed instruction

State of Arizona
Senate
Fifty-third Legislature
First Regular Session
2017

SB 1317

Introduced by
Senator Allen S

AN ACT

AMENDING SECTIONS 15-761 AND 15-763, ARIZONA REVISED STATUTES; RELATING TO
SPECIAL EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-761, Arizona Revised Statutes, is amended to
3 read:

4 15-761. Definitions

5 In this article, unless the context otherwise requires:

6 1. "Autism" means a developmental disability that significantly
7 affects verbal and nonverbal communication and social interaction and that
8 adversely affects educational performance. Characteristics include
9 irregularities and impairments in communication, engagement in repetitive
10 activities and stereotyped movements, resistance to environmental change
11 or change in daily routines and unusual responses to sensory experiences.
12 Autism does not include children with characteristics of emotional
13 disability as defined in this section.

14 2. "Child with a disability":

15 (a) Means a child who is at least three years but less than
16 twenty-two years of age, who has been evaluated pursuant to section 15-766
17 and found to have at least one of the following disabilities and who,
18 because of the disability, needs special education and related services:

- 19 (i) Autism.
- 20 (ii) Developmental delay.
- 21 (iii) Emotional disability.
- 22 (iv) Hearing impairment.
- 23 (v) Other health impairments.
- 24 (vi) Specific learning disability.
- 25 (vii) Mild, moderate or severe intellectual disability.
- 26 (viii) Multiple disabilities.
- 27 (ix) Multiple disabilities with severe sensory impairment.
- 28 (x) Orthopedic impairment.
- 29 (xi) Preschool severe delay.
- 30 (xii) Speech/language impairment.
- 31 (xiii) Traumatic brain injury.
- 32 (xiv) Visual impairment.

33 (b) Does not include a child if the determinant factor for the
34 classification is one or more of the following:

- 35 (i) A lack of appropriate instruction in reading, including
36 essential components of reading instruction.
- 37 (ii) A lack of appropriate instruction in mathematics.
- 38 (iii) Difficulty in writing, speaking or understanding the English
39 language due to an environmental background in which a language other than
40 English is primarily or exclusively used.

41 3. "Developmental delay" means performance by a child who is at
42 least three years of age but under ten years of age on a norm-referenced
43 test that measures at least one and one-half, but not more than three,
44 standard deviations below the mean for children of the same chronological
45 age in two or more of the following areas:

- 1 (a) Cognitive development.
- 2 (b) Physical development.
- 3 (c) Communication development.
- 4 (d) Social or emotional development.
- 5 (e) Adaptive development.

6 The results of the norm-referenced measure must be corroborated by
7 information from a comprehensive development assessment and from parental
8 input, if available, as measured by a judgment based assessment or survey.
9 If there is a discrepancy between the measures, the evaluation team shall
10 determine eligibility based on a preponderance of the information
11 presented.

12 4. "Due process hearing" means a fair and impartial administrative
13 hearing conducted by the state educational agency by an impartial
14 administrative law judge in accordance with federal and state law.

15 5. "Educational disadvantage" means a condition that has limited a
16 child's opportunity for educational experience resulting in a child
17 achieving less than a normal level of learning development.

18 6. "Eligibility for special education" means the pupil must have
19 one of the disabilities contained in paragraph 2 of this section and must
20 also require special education services in order to benefit from an
21 educational program.

22 7. "Emotional disability":

23 (a) Means a condition whereby a child exhibits one or more of the
24 following characteristics over a long period of time and to a marked
25 degree that adversely affects the child's performance in the educational
26 environment:

27 (i) An inability to learn that cannot be explained by intellectual,
28 sensory or health factors.

29 (ii) An inability to build or maintain satisfactory interpersonal
30 relationships with peers and teachers.

31 (iii) Inappropriate types of behavior or feelings under normal
32 circumstances.

33 (iv) A general pervasive mood of unhappiness or depression.

34 (v) A tendency to develop physical symptoms or fears associated
35 with personal or school problems.

36 (b) Includes children who are schizophrenic but does not include
37 children who are socially maladjusted unless they are also determined to
38 have an emotional disability as determined by evaluation as provided in
39 section 15-766.

40 8. "Hearing impairment" means a loss of hearing acuity, as
41 determined by evaluation pursuant to section 15-766, that interferes with
42 the child's performance in the educational environment and requires the
43 provision of special education and related services.

44 9. "Home school district" means the school district in which the
45 person resides who has legal custody of the child, as provided in section

1 15-824, subsection B. If the child is a ward of the state and a specific
2 person does not have legal custody of the child or is a ward of this state
3 and the child is enrolled in an accommodation school pursuant to section
4 15-913, the home school district is the district that the child last
5 attended or, if the child has not previously attended a public school in
6 this state, the school district within which the child currently resides.

7 10. "Impartial administrative law judge" means an administrative
8 law judge of the office of administrative hearings who is knowledgeable in
9 the laws governing special education and administrative hearings.

10 11. "Individualized education program" means a written statement,
11 as defined in 20 United States Code sections 1401 and 1412, for providing
12 special education and related services to a child with a disability.

13 12. "Individualized education program team" means a team whose task
14 is to develop an appropriate educational program for the child and has the
15 same meaning prescribed in 20 United States Code section 1414.

16 13. "Intellectual disability" means a significant impairment of
17 general intellectual functioning that exists concurrently with deficits in
18 adaptive behavior and that adversely affects the child's performance in
19 the educational environment.

20 14. "Mild intellectual disability" means performance on standard
21 measures of intellectual and adaptive behavior between two and three
22 standard deviations below the mean for children of the same age.

23 15. "Moderate intellectual disability" means performance on
24 standard measures of intellectual and adaptive behavior between three and
25 four standard deviations below the mean for children of the same age.

26 16. "Multidisciplinary evaluation team" means a team of persons
27 including individuals described as the individualized education program
28 team and other qualified professionals who shall determine whether a child
29 is eligible for special education.

30 17. "Multiple disabilities" means learning and developmental
31 problems resulting from multiple disabilities as determined by evaluation
32 pursuant to section 15-766 that cannot be provided for adequately in a
33 program designed to meet the needs of children with less complex
34 disabilities. Multiple disabilities include any of the following
35 conditions that require the provision of special education and related
36 services:

37 (a) Two or more of the following conditions:

38 (i) Hearing impairment.

39 (ii) Orthopedic impairment.

40 (iii) Moderate intellectual disability.

41 (iv) Visual impairment.

42 (b) A child with a disability listed in subdivision (a) of this
43 paragraph existing concurrently with a condition of mild intellectual
44 disability, emotional disability or specific learning disability.

1 18. "Multiple disabilities with severe sensory impairment" means
2 multiple disabilities that include at least one of the following:

3 (a) Severe visual impairment or severe hearing impairment in
4 combination with another severe disability.

5 (b) Severe visual impairment and severe hearing impairment.

6 19. "Orthopedic impairment" means one or more severe orthopedic
7 impairments and includes those that are caused by congenital anomaly,
8 disease and other causes, such as amputation or cerebral palsy, and that
9 adversely affect a child's performance in the educational environment.

10 20. "Other health impairments" means limited strength, vitality or
11 alertness, including a heightened alertness to environmental stimuli, due
12 to chronic or acute health problems that adversely affect a pupil's
13 educational performance.

14 21. "Out-of-home care" means the placement of a child with a
15 disability outside of the home environment and includes twenty-four hour
16 residential care, group care or foster care on either a full-time or
17 part-time basis.

18 22. "Parent" means:

19 (a) Either a natural or adoptive parent of a child.

20 (b) A guardian, but not this state if the child is a ward of this
21 state.

22 (c) A person acting in the place of a natural or adoptive parent
23 with whom the child lives or a person who is legally responsible for the
24 child's welfare.

25 (d) A surrogate parent.

26 (e) A foster parent to the extent permitted by state law.

27 23. "Preschool child" means a child who is at least three years of
28 age but who has not reached the required age for kindergarten, subject to
29 section 15-771, subsection G.

30 24. "Preschool severe delay" means performance by a preschool child
31 on a norm-referenced test that measures more than three standard
32 deviations below the mean for children of the same chronological age in
33 one or more of the following areas:

34 (a) Cognitive development.

35 (b) Physical development.

36 (c) Communication development.

37 (d) Social or emotional development.

38 (e) Adaptive development.

39 The results of the norm-referenced measure must be corroborated by
40 information from a comprehensive developmental assessment and from
41 parental input, if available, as measured by a judgment based assessment
42 or survey. If there is a discrepancy between the measures, the evaluation
43 team shall determine eligibility based on a preponderance of the
44 information presented.

1 25. "Prior written notice" means written prior notice that a public
2 educational agency is required to send to parents whenever the public
3 educational agency proposes or refuses to initiate or change the
4 identification, evaluation or educational placement of a child with a
5 disability or the provision of a free appropriate public education.

6 26. "Public educational agency" means a school district, a charter
7 school, an accommodation school, a state supported institution or any
8 other political subdivision of this state that is responsible for
9 providing education to children with disabilities.

10 27. "Related services" means those supportive services, as defined
11 in 20 United States Code section 1401, that are required to assist a child
12 with a disability who is eligible to receive special education services in
13 order for the child to benefit from special education.

14 28. "Residential special education placement" means the placement
15 of a child with a disability in a public or private residential program,
16 as provided in section 15-765, subsection G, in order to provide necessary
17 special education and related services as specified in the child's
18 individualized education program.

19 29. "Severe intellectual disability" means performance on standard
20 measures of intellectual and adaptive behavior measures at least four
21 standard deviations below the mean for children of the same age.

22 30. "Special education" means specially designed instruction that
23 meets the unique needs of a child with a disability and that is provided
24 without cost to the parents of the child.

25 31. "Special education referral" means a written request for an
26 evaluation to determine whether a pupil is eligible for special education
27 services that, for referrals not initiated by a parent, includes
28 documentation of appropriate efforts to educate the pupil in the regular
29 education program.

30 32. "Specially designed instruction":

31 (a) Means adapting the content, methodology or delivery of
32 instruction to address the unique needs of a child with a disability and
33 to ensure that child's access to the general curriculum as identified in
34 the academic standards adopted by the state board of education.

35 (b) INCLUDES INSTRUCTION THAT IS DELIVERED BY ANY PERSON WHO IS
36 CERTIFICATED PURSUANT TO SECTION 15-203 AND WHO IS DETERMINED BY A PUPIL'S
37 INDIVIDUALIZED EDUCATION PROGRAM TEAM TO BE AN APPROPRIATE PROVIDER BASED
38 ON THE PUPIL'S INDIVIDUALIZED NEEDS.

39 33. "Specific learning disability" has the same meaning as defined
40 in 20 United States Code section 1401.

41 34. "Speech/language impairment":

42 (a) For a preschool child, means performance on a norm-referenced
43 language test that measures at least one and one-half standard deviations
44 below the mean for children of the same chronological age or whose speech,
45 out of context, is unintelligible to a listener who is unfamiliar with the

1 child. Eligibility for a preschool child under this subdivision is
2 appropriate only when a comprehensive developmental assessment and
3 parental input indicate that the preschool child is not eligible for
4 services under another preschool category or under the developmental delay
5 category. If there is a discrepancy between the measures, the evaluation
6 team shall determine eligibility based on a preponderance of the
7 information presented.

8 (b) For a child who has reached the required age for kindergarten,
9 means a speech or language impairment as defined in 34 Code of Federal
10 Regulations section 300.8.

11 35. "State educational agency" means the Arizona department of
12 education.

13 36. "State placing agency" has the same meaning prescribed in
14 section 15-1181.

15 37. "Surrogate parent" means a person who has been appointed by the
16 court or by the department of education pursuant to section 15-763.01 in
17 order to represent a child in decisions regarding special education.

18 38. "Traumatic brain injury":

19 (a) Means an acquired injury to the brain that is caused by an
20 external physical force and that results in total or partial functional
21 disability or psychosocial impairment, or both, that adversely affects
22 educational performance.

23 (b) Applies to open or closed head injuries resulting in mild,
24 moderate or severe impairments in one or more areas, including cognition,
25 language, memory, attention, reasoning, abstract thinking, judgment,
26 problem solving, sensory, perceptual and motor abilities, psychosocial
27 behavior, physical functions, information processing and speech.

28 (c) Does not include brain injuries that are congenital or
29 degenerative or brain injuries induced by birth trauma.

30 39. "Visual impairment" has the same meaning prescribed in 34 Code
31 of Federal Regulations section 300.8.

32 40. "Ward of the state" has the same meaning prescribed in 20
33 United States Code section 1401.

34 Sec. 2. Section 15-763, Arizona Revised Statutes, is amended to
35 read:

36 15-763. Plan for providing special education; definition

37 A. All school districts and charter schools shall develop policies
38 and procedures for providing special education to all children with
39 disabilities within the district or charter school. All children with
40 disabilities shall receive special education programming commensurate with
41 their abilities and needs. Each child shall be ensured access to the
42 general curriculum and an opportunity to meet the state's academic
43 standards. **SPECIALLY DESIGNED INSTRUCTION THAT IS IN ACCORDANCE WITH A
44 PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM MAY BE DELIVERED BY A PERSON WHO
45 IS CERTIFICATED PURSUANT TO SECTION 15-203.** Pupils who receive special

1 education shall not be required to achieve passing scores on the Arizona
2 instrument to measure standards test or the test that is identical to the
3 civics portion of the naturalization test under section 15-701.01 in order
4 to graduate from high school unless the pupil is learning at a level
5 appropriate for the pupil's grade level in a specific academic area and
6 unless a passing score on the Arizona instrument to measure standards test
7 or the test that is identical to the civics portion of the naturalization
8 test under section 15-701.01 is specifically required in a specific
9 academic area by the pupil's individualized education program as mutually
10 agreed on by the pupil's parents and the pupil's individualized education
11 program team or the pupil, if the pupil is at least eighteen years of age.
12 The pupil's individualized education program shall include any necessary
13 testing accommodations. Special education services shall be provided at
14 no cost to the parents of children with disabilities.

15 B. The state board of education shall adopt guidelines to define a
16 parent's or guardian's role or a pupil's role, if the pupil is at least
17 eighteen years of age, in the development of a pupil's section 504 plan as
18 defined in section 15-731, including testing and testing accommodations.

19 C. For the purposes of determining the services to pupils served by
20 private schools under existing federal law, the state shall consider the
21 term to include homeschooled pupils.

22 D. If federal monies are provided to a school district or a charter
23 school for special education services to homeschooled or private schooled
24 pupils, the school district or charter school shall provide the services
25 to both the homeschooled pupils and the private schooled pupils in the
26 same manner.

27 E. For the purposes of this section, "special education" has the
28 same meaning prescribed in section 15-1201.

R7-2-619. Renewal Requirements

A. A certificate may be renewed within six months of its expiration date except that an individual holding multiple valid certificates may renew all certificates at one time in order to align the expiration dates of each certificate. Certificates being aligned shall be renewed at the same time as the certificate that will expire first. Individuals seeking to align certificates shall meet the renewal requirements for each certificate being aligned. Certificates that are renewed or aligned pursuant to this Section shall be valid for eight years.

B. A certificate may be renewed within one year after it expires. Individuals whose certificates have been expired for more than one year shall reapply for certification under the requirements in effect at the time of reapplication. Nothing in this Section shall imply that an individual may be employed in a position that requires certification after the expiration of the relevant certificate.

C. Renewal of certificates requires the completion of continuing education credits after the most recent issuance or renewal of the certificate, except that continuing education credits completed during the valid term of the certificate that expires first meets the requirement of certificates being aligned. One hour of continuing education credit shall be equivalent to one clock hour of a professional development activity. Continuing education credits must relate to Arizona academic or professional educator standards or apply toward the attainment of an additional Arizona certificate, endorsement, or approved area, and may include training regarding suicide awareness and prevention; child abuse, human trafficking of children and the sexual abuse of children, including warning signs that a child may be a victim of child abuse, human trafficking, or sexual abuses; screening, intervention, accommodation, use of technology and advocacy for students with reading impairments, including dyslexia; or other training programs explicitly permitted by

state law. Professional development that may be counted toward the required hours of continuing education credit shall consist of any of the following activities:

1. Courses related to education or a subject area taught in Arizona schools, taken from an accredited institution. Each semester hour of courses shall be equivalent to 15 clock hours of professional development. The required documentation shall be an official transcript.

2. Professional activities such as conferences and workshops related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by attendance at professional conferences and workshops. The required documentation shall be a conference agenda and a statement or certificate from the sponsoring organization noting the clock hours earned.

3. District-sponsored or school-sponsored in-services or activities which are specifically designed for professional development. The required documentation shall be written verification from the sponsoring district or school stating the dates of participation and the number of clock hours earned.

4. Internships in business settings. The internship shall be based on an agreement between a business and a district or school with the stated objective of aligning teaching curriculum with workplace skills. A maximum of 80 clock hours may be earned through business internships. The required documentation shall be written verification by the sponsoring business and district or school stating the dates of participation and number of clock hours earned.

5. Educational research. The research shall be sponsored by a research facility or an accredited institution or funded by a grant. The required documentation shall be the published

report of the research or verification by the sponsoring agency; and a statement of the dates of participation and the number of clock hours earned.

6. Serving in a leadership role of a professional organization that provides training, activities, or projects related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by serving in a leadership role of a professional organization. The required documentation shall be written verification by the governing body of the professional organization of the dates of service and clock hours earned.

7. Serving on a visitation team for a school accreditation agency. A maximum of 60 clock hours per year may be earned by serving on a visitation team. The required documentation shall be written verification from the accreditation agency of the dates of service and clock hours earned.

8. Completion of the process for certification by the National Board of Professional Teaching Standards. The required documentation shall be written verification from the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and the clock hours earned during the certification process.

D. An individual holding a Standard teaching certificate, an administrative certificate, a Guidance Counselor certificate, or a School Psychologist certificate, may renew the certificate for eight years upon completion of fifteen hours of continuing education credits each year of the certificate term.

E. An individual who is employed by a school or school district at the time of renewal shall submit the required documentation of professional development to the district superintendent, director of personnel, or other designated administrator for verification. A certified individual who is not employed by a school or school district at the time of renewal shall submit the

required documentation of professional development to a county school superintendent, the dean of a college of education, or the Department for verification. The school or district official, county school superintendent, or the dean of a college of education shall verify on forms provided by the Department the number of hours of professional development completed by the individual during the valid period of the certificate being renewed.

F. The Department shall issue a Standard teaching certificate of the same type.

G. Notwithstanding any other provision in this section, an individual with a valid fingerprint clearance card who has had a certificate or certificates expire for two years or more may renew the expired certificate(s) and any endorsement(s) or approved area(s) if the individual had ten or more years of verified full-time experience in this state in the area the individual is seeking renewed certification and was in good standing. Standard certificate(s) issued to that individual pursuant to this subsection shall be identical to the expired certificate(s).

A.A.C. R7-2-608. Early Childhood Teaching Certificates

A. By July 1, 2012, either a provisional or a **A** standard early childhood education certificate shall be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-611 or in R7-2-615(L)(N). For individuals teaching in grades **one kindergarten** through three, this certificate is optional. An Early Childhood Special Education certificate as described in R7-2-611 is not required for individuals who hold the Early Childhood Teaching Certificate as described in this Section in combination with an Arizona cross-categorical **mild-moderate disabilities**, specialized special education, or **moderately to severely disabled severe and profound** teaching certificate as described in R7-2-611.

B. For the purposes of this rule, public school early childhood education programs **are defined as means** education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. **The Arizona Early Childhood Education Standards: Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12 Academic Standards: Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997; Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics, March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000; Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are incorporated by reference and are on file with the Arizona Department of Education. This incorporation by reference contains no further editions or amendments. Copies of the incorporated material are available for review at Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007 or on the Arizona Department of Education web site at www.ade.az.gov/standards. Public school early childhood education programs include, but are not limited to, half-day and full-day kindergarten programs, Early 2 Childhood Block Grant programs pursuant to A.R.S. § 15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. § 15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflicts with the terms of the federal grant. Extended day child care programs provided by local educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above.**

C. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

D. **Provisional Standard** Early Childhood Education Certificate – birth through age 8 or through grade three.

1. This certificate is valid for **three twelve** years and is not renewable but may be extended once for two years, upon written request of the holder to the Department, if the requirements in subsection (E)(3) have not been met.

2. The requirements **include all of the following** are:

a. A bachelor's degree;

b. **One of the following:**

i. Completion of a teacher preparation program in early childhood education from an accredited institution or a **teacher educator** preparation program approved by the Board, **which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:**

or

- ii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes both of the following:
 - (1) Thirty-seven semester hours of early childhood education courses to include all of the following areas of study:
 - i. Research-based systematic phonics, including early language and literacy development ;
 - ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;
 - (a) ~~iii. Foundations of early childhood education; Teaching students with exceptionalities;~~
 - (b) ~~iv. Child guidance and classroom management, including characteristics and quality practices for typical and atypical behaviors of young children;~~
 - (c) ~~Characteristics and quality practices for typical and atypical behaviors of young children;~~
 - (d) ~~v. Child growth and development, including health, safety and nutrition;~~
 - (e) ~~vi. Child, family, cultural and community relationships;~~
 - (f) ~~vii. Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;~~
 - (g) ~~Early language and literacy development;~~
 - (h) ~~viii. Assessing, monitoring and reporting progress of young children; and~~
 - ix. Professional responsibility and ethical conduct; and
 - x. Twelve weeks of capstone experience as described in R7-2-604 serving children birth through preschool and children in kindergarten through grade three, which may be completed during the valid period of a teaching intern or student teaching intern certificate.
 - (2) A minimum of eight semester hours of practicum, including:
 - (a) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
 - (b) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience; or
 - iii. A valid early childhood education certificate from another state.
 - c. A valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety; and
 - d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment ~~once that portion of the AEPA is adopted by the Board;~~ and
 - e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment ~~once that portion of the AEPA is adopted by the Board.~~
- ~~E. Standard Early Childhood Education Certificate – birth through age 8 or through grade three.~~
1. By July 1, 2012, ~~either a provisional or a standard early childhood education certificate shall be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-611 or in R7-2-615(L). For individuals teaching in grades one through three, this certificate is optional.~~
 2. ~~This certificate is valid for six years.~~
 3. ~~The requirements are:~~
 - a. ~~Qualification for the Provisional Early Childhood Education Certificate; and~~
 - b. ~~Two years of verified teaching experience, during the valid period of the Provisional Early Childhood Education Certificate, with children birth through age 8 or grade three in a school-~~

based education program or center-based program licensed by the Department of Health Services or regulated by Tribal or military authorities; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

4. 3. An individual may also qualify for a Standard Early Childhood Education Certificate if the individual:

a. Holds current National Board Certification in Early Childhood, and

b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.

4. Applicants may meet the requirements in subsection (D)(2)(b) with the submission of an application for the Standard Early Childhood Education certificate that includes evidence of two years of verified full-time teaching experience serving children birth through preschool and children in kindergarten through grade three, and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(x). Two years of verified full-time teaching experience serving children birth through preschool and children in kindergarten through grade three may be substituted for the capstone experience.

5. An individual may also qualify for a standard early childhood education certificate pursuant to R7-2-621.

6. Notwithstanding any other provision, the examination provisions of subsection (D)(2)(d) may be waived upon receipt of verified evidence of a minimum of two years of verified full-time teaching experience serving children birth through preschool and children in kindergarten through grade three.

A.A.C. R7-2-609. Elementary Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

B. **Provisional Standard** Elementary Certificate – grades K through eight

1. The certificate is valid for **three twelve** years **and is not renewable but may be extended as set forth in R7-2-606(H) or (I).**

2. The requirements **include all of the following are:**

a. A bachelor's degree;

b. **One of the following:**

i. **Completion of a teacher preparation program in elementary education from an accredited institution or a Board-approved teacher educator preparation program described in R7-2-604, or which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:**

i. **Research-based systematic phonics;**

ii. **Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;**

iii. **Instructional delivery, facilitation and methodologies for teaching language, math, science, social studies and the arts;**

iv. **Instructional design and lesson planning, including modifications and accommodations;**

v. **The learning environment, including classroom management;**

vi. **Assessing, monitoring and reporting progress;**

vii. **Teaching students with exceptionalities;**

viii. **Professional responsibility and ethical conduct;**

ix. **Twelve weeks of capstone experience as described in R7-2-604 in grades kindergarten through eight, which may be completed during the valid period of a teaching intern or student teaching intern certificate.**

Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of practicum in grades K through eight. Two years of verified full-time teaching experience in grades Prekindergarten kindergarten through eight may be substituted for the eight semester hours of practicum capstone experience requirement;

iii. **A valid elementary certificate from another state.**

c. A passing score on the professional knowledge portion of the Arizona **Teacher Educator** Proficiency Assessment;

d. A passing score on the elementary education subject knowledge portion of the Arizona **Teacher Educator** Proficiency Assessment; and

e. A valid fingerprint card issued by the Arizona Department of Public Safety.

C. **Standard Elementary Certificate – grades K through eight**

1. The certificate is valid for **six** years.

2. The requirements are:

a. A **provisional elementary certificate;**

b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement;

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety; and

d. **Forty-five hours or three semester hours of instruction in research-based systematic phonics. An accredited institution or other provider may provide this instruction.**

3. **Applicants may meet the requirements in subsection (B)(2)(b) with the submission of an application for the Standard Elementary certificate that includes evidence of two years of**

verified full-time teaching experience in grades kindergarten through eight, and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (B)(2)(b)(i)-(ix). Two years of verified full-time teaching experience in grades kindergarten through eight may be substituted for the capstone experience.

4. An individual may also qualify for a standard elementary certificate pursuant to R7-2-621.

5. Notwithstanding any other provision, the examination provisions of subsection (B)(2)(c) may be waived upon receipt of verified evidence of a minimum of two years of verified full-time teaching experience in grades kindergarten through eight.

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A.A.C. R7-2-610. Secondary Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

B. **Provisional Standard** Secondary Certificate - grades six through 12

1. The certificate is valid for **three twelve** years **and is not renewable but may be extended as set forth in R7-2-606(H) or (I).**

2. The requirements **include all of the following are:**

a. A bachelor's degree;

b. **One of the following:**

i. **Completion of a teacher preparation program in elementary secondary education from an accredited institution or a Board-approved teacher educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:**

i. **Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;**

ii. **Instructional design and lesson planning, including modifications and accommodations;**

iii. **The learning environment, including classroom management;**

iv. **Instructional delivery, facilitation and methodologies;**

v. **Assessing, monitoring and reporting progress;**

vi. **Teaching students with exceptionalities;**

vii. **Professional responsibility and ethical conduct;**

viii. **Twelve weeks of capstone experience as described in R7-2-604 in grades six through postsecondary, which may be completed during the valid period of a teaching intern or student teaching intern certificate; or**

ii. **Thirty semester hours of education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of practicum in grades six through 12. Two years of verified full-time teaching experience in grades six through postsecondary may substitute for the eight semester hours of practicum capstone experience requirement; or**

iii. **A valid secondary certificate from another state.**

c. A passing score on one or more subject knowledge portions of the Arizona **Teacher Educator** Proficiency Assessment;

d. A passing score on the professional knowledge portion of the Arizona **Teacher Educator** Proficiency Assessment; and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

C. **Standard Secondary Certificate – grades six through 12**

1. The certificate is valid for six years.

2. The requirements are:

a. A provisional secondary certificate;

b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. Applicants may meet the requirements in subsection (B)(2)(b) with the submission of an application for the Standard Secondary certificate that includes evidence of two years of verified full-time teaching experience in grades six through postsecondary, and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (B)(2)(b)(i)-(viii). Two years of verified full-time teaching experience in grades six through postsecondary may be substituted for the capstone experience.

4. An individual may also qualify for a standard secondary certificate pursuant to R7-2-621.

5. Notwithstanding any other provision, the examination provisions of subsection (B)(2)(d) may be waived upon receipt of verified evidence of a minimum of two years of verified full-time teaching experience in grades six through postsecondary.

D. Specialized Secondary Certificate – Science, Technology, Engineering or Mathematics – grades seven through 12

1. The certificate is valid for ~~six~~ twelve years.

2. The requirements ~~are~~ include all of the following:

a. A bachelor's degree;

~~b. Completion of training in structured English immersion as prescribed by the Arizona State Board of Education;~~

~~c.~~ A valid fingerprint clearance card issued by the Arizona Department of Public Safety; ~~and~~

~~d. c.~~ One of the following options:

i. Option A – Postsecondary teaching experience – science, technology, engineering or mathematics

(1) Have taught science, technology, engineering or mathematics courses for the last two consecutive years, and for a total of at least three years, at one or more regionally or nationally accredited public or private postsecondary institutions, to be demonstrated by providing written proof of employment from each applicable qualifying postsecondary institution, including specific durations of employment and the nature of the teaching assignment; and

(2) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics or a passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment.

ii. Option B – Work experience – science, technology, engineering or mathematics:

(1) A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment;

(2) Have ten or more years of work experience in science, technology, engineering or mathematics, to be demonstrated by providing written proof of employment from each applicable employer, including specific durations of employment and the nature of the assignment; and

(3) Demonstrate adequate subject matter knowledge through either:

a) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject that is specific to science, technology, engineering or mathematics;

b) Twenty-four hours of relevant coursework in an academic subject that is specific to science, technology, engineering or mathematics; or

c) A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment.

A.A.C. R7-2-611. Special Education Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619. An Early Childhood Special Education certificate as described in this Section is not required for individuals who hold the Early Childhood endorsement as described in R7-2-615 in combination with an Arizona cross-categorical, specialized special education, or **moderately to severely disabled severe and profound** teaching certificate as described in this Section. An Early Childhood Special Education certificate as described in this Section is not required for individuals who hold the Early Childhood Teaching Certificate as described in R7-2-608 in combination with an Arizona cross-categorical, specialized special education, or **moderately to severely disabled severe and profound** teaching certificate as described in this Section.

B. Terms used in this Section are defined in A.R.S. § 15-761.

C. **Provisional Cross-Categorical Special Education Certificate — grades K through 12 for applications received through December 31, 2015, and Provisional Standard Mild-Moderate Disabilities Special Education Certificate grades K through 12 for applications received on and after January 1, 2016.**

1. The certificate is valid for **three twelve** years **and is not renewable but may be extended as set forth in R7-2-606(H) or (I).**

2. The holder is qualified to teach students with mild to moderate autism, intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments and/or other health impairments.

3. The requirements **include all of the following are:**

a. A bachelor's degree;

b. **One of the following:**

i. **Completion of a teacher preparation program in special education from an accredited institution, which included courses in the instruction and behavior management of students with mild-moderate disabilities; or a Board-approved educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:**

ii. **A valid mild-moderate special education certificate from another state; or**

iii. **Semester hours of education courses as follows:**

(1) **For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum with students representing at least three of the five disability areas. Special education courses shall include survey of exceptional students; teaching methodologies and strategies for students with disabilities; foundations course in mild to moderate mental retardation intellectual disabilities, learning disability, emotional disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities. Two years of verified teaching experience in special education in grades K through 12 may substitute for the eight semester hours of practicum; or**

(2) **For applications received on and after January 1, 2016: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 37 semester hours of special education courses with shall include:**

i. **Research-based systematic phonics;**

ii. **Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;**

iii. **Instructional design and lesson planning, including specially designed instruction;**

iv. **The learning environment, including classroom and behavioral management;**

v. **Instructional delivery, facilitation and methodologies;**

(a) **Foundations of special education;**

~~(b) vi. Legal aspects of special education, including individualized education programs and transition planning;~~

~~(e) vii. Effective collaboration and communication practices, including modifications and accommodations;~~

~~(d) viii. Research-based instruction in math;~~

~~(e) ix. Research-based instruction in English language arts;~~

~~(f) Classroom management and behavior analysis;~~

~~(g) x. Assessment and eligibility;~~

~~(h) xi. Language development and disorders;~~

~~xii. Professional responsibility and ethical conduct;~~

~~xiii. Twelve weeks of capstone experience as described in R7-2-604 in mild-moderate special education in grades K through 12, which may be completed during the valid period of a teaching intern certificate.~~

~~(i) Electives; and a minimum of eight semester hours of practicum with students with mild-moderate disabilities. Two years of verified teaching experience in mild-moderate special education in grades K through 12 may substitute for the eight semester hours of practicum capstone experience requirement.;~~

~~c. A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment.;~~

~~d. A passing score on the special education portion of the Arizona Teacher Educator Proficiency Assessment.;~~ and

~~e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

~~D. Standard Cross-Categorical Special Education Certificate — grades K through 12 for applications received through December 31, 2015, and Standard Mild-Moderate Disabilities Special Education Certificate grades K through 12 for applications received on and after January 1, 2016.~~

~~1. The certificate is valid for six years.~~

~~2. The holder is qualified to teach students with mild to moderate autism, intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments and/or other health impairments.~~

~~3. The requirements are:~~

~~a. A provisional cross-categorical Special Education certificate or mild-moderate disabilities special education certificate;~~

~~b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and~~

~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

~~3. Applicants may meet the requirements in subsection (C)(3)(b) with the submission of an application for the Standard Mild-Moderate Disabilities Special Education Certificate grades K through 12 that includes evidence of two years of verified full-time teaching experience in mild to moderate disabilities special education in grades K through 12 and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (C)(3)(b)(i)-(xiii). Two years of verified full-time teaching experience in mild to moderate disabilities special education in grades K through 12 may be substituted for the capstone experience.~~

~~4. An individual may also qualify for a standard mild-moderate disabilities special education certificate grades K through 12 pursuant to R7-2-621.~~

~~E. Provisional Specialized Special Education Certificate — grades K through 12.~~

~~1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~

2. No new applications for a Provisional Specialized Education Certificate will be accepted after December 31, 2015.

3. The holder is qualified to teach students with intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.

4. The requirements are:

a. A bachelor's degree;

b. One of the following:

i. Completion of a teacher preparation program in the specified area of special education from an accredited institution; or

ii. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses and eight semester hours of practicum in the designated area of disability. Special education courses shall include survey of exceptional students, teaching methodologies for students with disabilities, foundations of instruction in the designated area of disability, and diagnosis and assessment of disabilities. Two years of verified teaching experience in the area of disability in grades K through 12 may be substituted for the eight semester hours of practicum; or

iii. A valid special education certificate in the specified area from another state.

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment;

d. A passing score on the specified disability special education portion of the Arizona Teacher Proficiency Assessment; and

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

F. D. Standard Specialized Special Education Certificate – grades K through 12.

1. The certificate is valid for ~~six~~ **twelve** years.

2. The holder is qualified to teach students with intellectual disabilities, emotional disability, specific learning disability, orthopedic impairments or other health impairments, as specified on the certificate.

3. The requirements are:

a. A provisional **Specialized** Special Education certificate;

b. A passing score on the performance portion of the Arizona **Teacher Educator** Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

G. E. Provisional Standard Moderately to Severely Severe and Profound Disabled Certificate – grades K through 12.

1. The certificate is valid for ~~three~~ **twelve** years ~~and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~

2. The holder is qualified to teach students with **moderate to** severe ~~and profound~~ disabilities.

3. The requirements **include all of the following** are:

a. A bachelor's degree;

b. **One of the following**:

i. Completion of a teacher preparation program in **moderately to** severely ~~and profoundly~~ disabled education from an accredited institution; ~~or a Board-approved educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:~~

ii. A valid severe and profound special education certificate from another state; or

iii. Semester hours of education courses as follows:

(1) For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21

semester hours of special education courses and eight semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with severe and profound disabilities, foundations of instruction of students with severe and profound disabilities, and diagnostic and assessment procedures for students with severe and profound disabilities. Two years of verified teaching experience with students in grades PreK-12 who are severely and profoundly disabled may be substituted for the eight semester hours of practicum; or

(2) For applications received on and after January 1, 2016: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 37 semester hours of special education courses with shall include:

- i. Research-based systematic phonics;
- ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;
- iii. Instructional design and lesson planning, including specially designed instruction;
- iv. The learning environment, including classroom and individual behavioral management;
- v. Instructional delivery, facilitation and methodologies for teaching research-based instruction in math and English language arts;

(a) Foundations of low incidence disabilities;

(b) vi. Legal aspects of special education, including individualized education programs and transition planning;

(c) vii. Effective collaboration and communication practices, including modifications and accommodations;

(d) viii. Adaptive communication, including language development and disorders;

(e) x. Instructional strategies across the curriculum;

(f) xi. Classroom management and behavior analysis;

(g) ix. Assessment and eligibility;

x. Professional responsibility and ethical conduct;

xi. Twelve weeks of capstone experience as described in R7-2-604 in special education in moderate to severe disabilities grades K through 12, which may be completed during the valid period of a teaching intern certificate.

(h) Electives; and a minimum of eight semester hours of practicum with students with severe and profound disabilities. Two years of verified full-time teaching experience in special education in moderate to severe disabilities grades K through 12 who have severe and profound disabilities may substitute for the eight semester hours of practicum capstone experience requirement.

c. A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment,

d. A passing score on the severely and profoundly disabled special education portion of the Arizona Teacher Educator Proficiency Assessment, and

e. A valid fingerprint card issued by the Arizona Department of Public Safety.

H. Standard Severely and Profoundly Disabled Certificate — grades K through 12.

1. The certificate is valid for six years.

2. The holder is qualified to teach students with severe and profound disabilities.

3. The requirements are:

a. A provisional severely and profoundly disabled certificate;

b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. Applicants may meet the requirements in subsection (E)(3)(b) with the submission of an application for the Standard Moderately to Severely Disabled Certificate grades K through 12 that includes evidence of two years of verified full-time teaching experience in moderately to severely disabled special education in grades K through 12 and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (E)(3)(b)(i)-(xi). Two years of verified full-time teaching experience in moderately to severely disabled special education in grades K through 12 may be substituted for the capstone experience.

4. An individual may also qualify for a standard moderately to severely disabled certificate grades K through 12 pursuant to R7-2-621.

F. Provisional Standard Hearing Impaired Certificate – birth through grade 12.

1. The certificate is valid for three twelve years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).

2. The requirements include all of the following are:

a. A bachelor's degree;

b. One of the following:

i. Completion of a teacher preparation program in hearing impaired education from an accredited institution; or a Board-approved educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:

ii. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses for the hearing impaired and eight semester hours of practicum. Special education courses shall include

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. survey of exceptional students;

iv. teaching methodologies for students with hearing impairment;

v. foundations of instruction of students with hearing impairment; and

vi. diagnostic and assessment procedures for the hearing impaired;

vii. Professional responsibility and ethical conduct;

viii. Twelve weeks of capstone experience as described in R7-2-604 in hearing impaired special education birth through grade 12, which may be completed during the valid period of a teaching intern certificate. Two years of verified full-time teaching experience in the area of hearing impaired in grades PreK-12 birth through grade 12 may be substituted for the eight semester hours of practicum capstone experience requirement; or

iii. A valid hearing impaired certificate from another state.

c. A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment;

d. A passing score on the hearing impaired special education portion of the Arizona Teacher Educator Proficiency Assessment; and

e. Demonstration of competency in sign language through one of the following:

i. A passing score on the written portion of the Registry of Interpreters for the Deaf (RID) examination; or

ii. A passing score on the written portion of the National Association of the Deaf (NAD) examination; or

iii. A passing score on the Board for Evaluation of Interpreters (BEI) examination; or

iv. A passing score on the American Sign Language examination developed and administered by the University of Arizona. Individuals who take this test and are not students at the University of Arizona may be assessed a fee.

e. f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

J. Standard Hearing Impaired Certificate – birth through grade 12.

1. The certificate is valid for six years.
2. The requirements are:
 - a. A provisional hearing impaired certificate;
 - b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
3. Applicants may meet the requirements in subsection (F)(2)(b) with the submission of an application for the Standard Hearing Impaired Certificate – birth through grade 12 that includes evidence of receipt of two years of verified full-time teaching experience in hearing impaired special education birth through grade 12 and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (F)(2)(b)(i)-(viii). Two years of verified full-time teaching experience in hearing impaired special education in birth through grade 12 may be substituted for the capstone experience.
4. An individual may also qualify for a standard hearing impaired certificate – birth through grade 12 pursuant to R7-2-621.

K. G. Provisional Standard Visually Impaired Certificate – birth through grade 12.

1. The certificate is valid for three twelve years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).

2. The requirements include all of the following are:
 - a. A bachelor's degree;
 - b. One of the following:
 - i. Completion of a teacher preparation program in visual impairment from an accredited institution; or a Board-approved educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:
 - ii. Forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including 21 semester hours of special education courses for the visually impaired and eight semester hours of practicum. Special education courses shall include
 - i. Research-based systematic phonics;
 - ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;
 - iii. survey of exceptional students;
 - iv. teaching methodologies for students with visual impairment;
 - v. foundations of instruction of students with visual impairment; and
 - vi. diagnostic and assessment procedures for the visually impaired;
 - vii. Professional responsibility and ethical conduct;
 - viii. Twelve weeks of capstone experience as described in R7-2-604 in visually impaired special education birth through grade 12, which may be completed during the valid period of a teaching intern certificate. Two years of verified full-time teaching experience in the area of visually impaired in birth through grade 12 grades PreK-12 may be substituted for the eight semester hours of practicum capstone experience requirement; or
 - iii. A valid visually impaired special education certificate from another state.
 - c. A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment,
 - d. A passing score on the visually impaired special education portion of the Arizona Teacher Educator Proficiency Assessment, and
 - e. Demonstration of competency in Braille through one of the following:

- i. A passing score on the original version of the National Library of Congress certification exam, or
- ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress, or
- iii. A passing score on a Braille exam administered by another state, or
- iv. A passing score on the Braille exam developed and administered by the University of Arizona. Individuals who take this test and are not students at the University of Arizona may be assessed a fee.

f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

~~L. Standard Visually Impaired Certificate – birth through grade 12.~~

~~1. The certificate is valid for six years.~~

~~2. The requirements are:~~

~~a. A provisional visually impaired certificate;~~

~~b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and~~

~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

~~3. Applicants may meet the requirements in subsection (G)(2)(b) with the submission of an application for the Standard Visually Impaired Certificate – birth through grade 12 that includes evidence of two years of verified full-time teaching experience in visually impaired special education birth through grade 12 and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (G)(2)(b)(i)-(viii). Two years of verified full-time teaching experience in visually impaired special education in birth through grade 12 may be substituted for the capstone experience.~~

~~4. An individual may also qualify for a standard visually impaired certificate – birth through grade 12 pursuant to R7-2-621.~~

~~M. H. Provisional Standard Early Childhood Special Education Certificate – birth through 5 years for applications received through December 31, 2015, and birth through age 8 or grade 3 for applications received on and after January 1, 2016.~~

~~1. The certificate is valid for three twelve years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).~~

~~2. The requirements include all of the following are:~~

~~a. A bachelor's degree;~~

~~b. One of the following:~~

~~i. Completion of a teacher preparation program in early childhood special education from an accredited institution; or a Board-approved educator preparation program described in R7-2-604, which teaches the Board approved professional teaching standards described in R7-2-602 and with training in the following areas:~~

~~ii. A valid early childhood special education certificate from another state; or~~

~~iii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes the following:~~

~~(1) For applications received through December 31, 2015: Forty-five semester hours of education courses which teach the standards described in R7-2-602, including child development and learning, language development, social and emotional development, curriculum development and implementation, and assessment and evaluation, early childhood special education, and eight semester hours of practicum in early childhood special education. Two years of verified teaching experience in the area of early childhood special education may be substituted for the eight semester hours of practicum; or~~

~~(2) For applications received on and after January 1, 2016:~~

1. Thirty-seven semester hours of early childhood education courses which teach the standards described in R7-2-602, to include all of the following areas of study:

- i. Research-based systematic phonics;
- ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;
 - a. Foundations early childhood education and special education;
- iii. Teaching students with exceptionalities;
 - b. Behavioral interventions for children with and without disabilities;
 - c. iv. Characteristics and quality practices for typical and atypical behaviors of young children, including behavioral interventions for children with and without disabilities;
 - d. v. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade 3;
 - e. vi. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;
 - f. vii. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, the arts and diagnosis and remediation of learning difficulties;
 - g. viii. Early language and literacy development including communication methods in early childhood education/special education;
 - h. ix. Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children; and
 - x. Professional responsibility and ethical conduct;
 - xi. Twelve weeks of capstone experience as described in R7-2-604 serving children with exceptionalities birth through preschool and children with exceptionalities in kindergarten through grade three, which may be completed during the valid period of a teaching intern certificate.

2. A minimum of eight semester hours of practicum, including:

- a. A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children with identified special needs birth through preschool or one year of full-time teaching experience with children identified with special needs birth through preschool, and
- b. A minimum of four semester hours in a supervised student teaching setting serving children with identified special needs in kindergarten through grade 3 or one year of full-time teaching experience with children identified with special needs kindergarten through grade 3.
- c. A passing score on the professional knowledge portion of the Arizona Teacher Educator Proficiency Assessment,
- d. A passing score on the early childhood special education portion of the Arizona Teacher Educator Proficiency Assessment, and
- e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

N. Standard Early Childhood Special Education Certificate — birth through 5 years for applications received through December 31, 2015, and birth through age 8 or grade 3 for applications received on and after January 1, 2016.

1. The certificate is valid for six years.
2. Requirements are:
 - a. A provisional early childhood Special Education certificate;
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission of an application for the Standard Early Childhood Special Education Certificate – birth through age 8 or grade 3 that includes evidence of receipt of two years of verified full-time teaching experience in early childhood special education birth through prekindergarten and kindergarten through grade 3 and training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (H)(2)(b)(i)-(xi). Two years of verified full-time teaching experience in early childhood special education birth through prekindergarten and kindergarten through grade 3 may be substituted for the capstone experience.
4. An individual may also qualify for a standard early childhood special education certificate – birth through age 8 or grade 3 pursuant to R7-2-621.

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