



Arizona State Board of Education

NOTICE OF PUBLIC MEETING **AMENDED AGENDA**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Boards will hold a meeting, open to the public, on **Monday, August 22nd, 2016, at 9:00 AM** at the **Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

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 18th day of August, 2016.

Arizona State Board of Education

By: _____

A handwritten signature in blue ink, appearing to read "K. Schmidt", written over a horizontal line.

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

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

August 22nd, 2016

Page 2

Monday, August 22nd, 2016

9:00 AM

Arizona Department of Education, Room 122

1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

i. Discussion and action regarding election of Vice-President

1. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.

A. President's Report

1. Welcome to new Board members

B. Superintendent's Report

1. Updates on Department activities
2. Update on Investigative Unit metrics

C. Executive Director's Report

1. Executive Order regarding lobbyists

2. CONSENT AGENDA

A. Approval of adoption of the National Evaluation Series (NES) Mathematics (Middle Grades and Early Secondary) exam

B. Approval of adoption of the National Evaluation Series (NES) Social Science exam

C. Approval of additional monies for teacher compensation for the Fiscal Year 2016-2017 relating to A.R.S. §§ 15-952 and 15-537

D. Approval of the contract between the State Board of Education and awarded Lead Educational Agencies for 21st Century Community Learning Center (CCLC) funds

E. Approval of the contract between the State Board of Education and 6 local education agencies for the FAST-ER grant

F. Approval of recommendations for appointments to Board committees:

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

August 22nd, 2016

Page 3

1. Michael D. Stewart and Dr. Melissa Sadorf to the Professional Practices Advisory Committee
 2. Marisol Garcia to the Certification Advisory Committee
- G. Approval of recommendations for the following educator preparation programs through July 31, 2022, leading to Arizona elementary education teacher certification:
1. Arizona Christian University, Bachelor of Science in Elementary Education
 2. Ottawa University, Post-Baccalaureate/Bachelor of Arts in Elementary Education
 3. Prescott College, Post-Baccalaureate/Bachelor's Degree, Elementary Education
 4. Prescott College, Master's Degree, Elementary Education
- H. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by Orian Lee Scott.
- I. Approval of the voluntary surrender of the educator certificates held by:
1. Melissa N. Borden
 2. Margaret A. Clark
 3. Connor Ray Cleland
 4. John H. McEvers
 5. Rohini Rao
 6. Christopher Suhler
- J. Approval of negotiated settlement agreement for Margaret Sanders
- K. Approval of the contract with the U.S. Department of Education for the State Personnel Development Grant 84.323A
3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board 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.
4. GENERAL SESSION

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

August 22nd, 2016

Page 4

- A. Presentation and discussion on the Draft Arizona English Language Arts and Mathematics Standards for public consideration and input
- B. Presentation and discussion on stakeholder meetings regarding A-F accountability
- C. Presentation and discussion on the progress of the Arizona Department of Education on developing the State Plan, outreach efforts and projected timeline
- D. Presentation and discussion regarding Menu of Assessments survey and results
- E. Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to rules R7-2-603 regarding Professional Administrative Standards
- F. Presentation and discussion regarding the Department of Education's educator preparation program review process
- G. Presentation, discussion and consideration to close emergency rulemaking procedures for:
 - 1. Proposed amendments to Rule R7-2-614(E) regarding the Teaching Intern certificate
 - 2. Proposed Rule R7-2-612.01 regarding the Career and Technical Education Teaching Certificates
- H. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the certifications of:
 - 1. Katherine Clark
 - 2. Joey Dean Reidhead
- I. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the revocation of certificates held by Jake Corey Rashkow
- J. Presentation, discussion and possible action regarding approval of the ADOA procurement official's recommendation regarding the Request for Quotes (RFQ) for the Move on When Ready Program.

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

August 22nd, 2016

Page 5

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

- K. Presentation, discussion and possible action regarding approval of recommendations from the Supplemental Assessment for Arizona High School Equivalency Diploma RFP Evaluation Committee.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

5. **SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS.** The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

EXECUTIVE SUMMARY

Issue: Adoption of the National Evaluation Series (NES) Mathematics (Middle Grades and Early Secondary) exam

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-533(A) requires educators to pass a professional knowledge and a subject knowledge proficiency examination in order to qualify for a teaching certificate.

In response to the shortage of qualified mathematics teachers for Arizona schools, school administrators have requested the adoption of a mathematics exam which would assess competency needed to teach Middle Grades Mathematics, Algebra I, Geometry, and Foundational-Level Mathematics, but would not require competency needed to teach calculus or trigonometry. The Arizona Department of Education (ADE) has worked with Evaluation Systems of Pearson to develop the National Evaluation Series (NES) Mathematics (Middle Grades and Early Secondary) exam. We are recommending the adoption of this exam to meet the requirements to teach Middle Grades Mathematics, Algebra I, Geometry, and Foundational Mathematics in grades 6-12.

Recommendation to the Board

It is recommended that the Board adopt the National Evaluation Series (NES) Mathematics (Middle Grades and Early Secondary) exam to meet the subject knowledge exam requirement to teach middle grades/early secondary level mathematics in grades 6-12. It is recommended that the minimum passing score for this exam be set at 220, which is the passing score required for all Board adopted NES exams.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Issue: Adoption of the National Evaluation Series (NES) Social Science exam

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-533(A) requires educators to pass a professional knowledge and a subject knowledge proficiency examination in order to qualify for a teaching certificate.

The Department is also recommending the adoption of the National Evaluation Series (NES) Social Science exam in response to a change in federal law. Under the No Child Left Behind Act, high school Social Studies teachers were required to demonstrate subject matter competency in a specific Social Studies subject area by passing an exam or showing 24 semester hours of coursework in the subject. In order to align state certification requirements with federal requirements, the Department did not propose the adoption of the NES Social Science exam because this exam did not meet the subject knowledge competency requirement to teach classes that fell under the Social Studies umbrella (History, Political Science/American Government, Geography, and Economics). The Highly Qualified Teacher provisions were not reauthorized under the new federal law, the Every Student Succeeds Act (ESSA). Due to the fact that the adoption of a Social Science exam will no longer conflict with federal law and will provide more flexibility to teachers and Local Education Agencies (LEAs), the Department is recommending the adoption of the NES Social Science exam to meet the subject knowledge exam requirement to teach Social Studies.

Recommendation to the Board

It is recommended that the Board adopt the National Evaluation Series (NES) Social Science exam to meet the subject knowledge proficiency requirement to teach Social Studies. It is recommended that the minimum passing score for this exam be set at 220, which is the passing score required for all Board adopted NES exams.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Issue: Consideration to approve additional monies for teacher compensation for the Fiscal Year 2016-2017 relating to A.R.S. §15-952 and §15-537

- Action/Discussion Item Information Item

Background and Discussion

A.R.S. §15-952(A) specifies that if granted State Board approval, a local school district governing board may calculate its revenue control limit and district support level for the budget year using the base level prescribed in A.R.S. §15-952(B)(2) and increased by 1.25 percent.

A.R.S. §15-952(A)(3) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in A.R.S. §15-537”.

To provide this evidence to the State Board, the Arizona Department of Education (ADE) asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15-952 and §15-537.

The districts listed below have submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2016-2017 relating to A.R.S. §15-952 and §15-537 and grant approval to the local governing boards seeking continuous approval for 2016-2017 as listed below.

ID	CTDS	County	Name
4241	070269000	Maricopa	Paradise Valley Unified District
4438	110203000	Pinal	Ray Unified District
4514	150430000	La Paz	Salome Consolidated Elementary District
4454	110540000	Pinal	Santa Cruz Valley Union High School District
4175	020268000	Cochise	Sierra Vista Unified District
4500	140411000	Yuma	Somerton Elementary District
4461	120425000	Santa Cruz	Sonoita Elementary District
4450	110422000	Pinal	Toltec Elementary District
4170	020213000	Cochise	Willcox Unified District

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

4197	030215000	Coconino	Tuba City Unified District
4435	110100000	Pinal	Mary C O'Brien Accommodation District
5968	120406101	Santa Cruz	Patagonia Elementary District
4462	120520000	Santa Cruz	Patagonia Union High School District

EXECUTIVE SUMMARY

Issue:	Consideration to approve the contract between the State Board and awarded Lead Educational Agencies for 21 st Century Community Learning Center (CCLC) funds.
---------------	--

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act. The purpose of this important program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and local student standards in core academic subjects. This funding also supports a broad array of enrichment activities that complement the regular school day and offers literacy and other educational services to the families of participating students.

The awards are based on an approved budget plan for five years with mandatory budget reductions in the last two years.

21st CCLC Approve funding to LEA's per attached list inclusive of school and district names and award amounts for the five year duration of the grant for Cycle 14.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following: see attachment

Contract Amount: varies see attachment

Source of Funds: US DOE Federal FY 2015 funds through the Title IV, Part B, of the Elementary and Secondary Education Act.

Responsible Unit at the Department of Education: 21st CCLC Unit

Dates of Contract: August 22, 2016 – September 30, 2021

Previous Contract History:

During Arizona Department of Education FY 2016 (US DOE Federal FY 2015) a total of \$21,552,524.84 in 21st CCLC funding was budgeted for grant recipients with programs in 208 schools.

Contact Information:

Cindy Trejo, Director 21st CCLC Grants, Cindy.Trejo@azed.gov 520 628 6790
Mary Szafranski Associate Superintendent of Health and Nutrition, Mary.Szafranski@azed.gov, (602) 542-8700

EXECUTIVE SUMMARY

Number Affected (Students, Teachers, Public, as appropriate) Students: 7,600
Teachers: 450

Method of Determining Contract Amount(s)

The attached LEA's are funded through a competitive process. Grant amounts are based on the available federal appropriation, as well as demonstration of need and effective use of funds through the 21st CCLC application. The awards are based on an approved budget plan for five years with mandatory budget reductions in the last two years.

Evaluation Plan

All 21st Century Community Learning Centers in Arizona are required to complete a standardized site evaluation report. The standardized report consisted of a cover sheet designed to collect general site evaluation information and four worksheets that collected data needed to answer the following questions:

- Was the program implemented as approved in application?
- Was progress made toward meeting objectives?
- What are the Strengths, Weaknesses, Opportunities, and Threats (SWOT) to your program reaching approved objectives?
- What will be done next year to ensure success in each program area?

Site evaluations are tracked, reviewed and summarized at the end of each year. A summary of the data and information provided in the site evaluation reports is used by the ADE to describe state-wide site evaluation efforts and to identify professional development and technical assistance strategies that target continuous program improvement.

Recommendation to the Board

It is recommended that the Board approve the contracts between the State Board and the awarded Lead Education Agencies awarded 21st CCLC funding as described in these materials.

EXECUTIVE SUMMARY

21st Century Community Learning Centers Grants - Cycle XIV

LEA	School	FY 2017 Year 1 Amount Awarded	FY 2018 Year 2 Amount Awarded	FY 2019 Year 3 Amount Awarded	FY 2020 Year 4 Amount Awarded	FY 2021 Year 5 Amount Awarded	Total Dollar Amount Awarded
Altar Valley Elementary District	Robles Elementary School	138,000	138,000	138,000	103,500	103,500	621,000
Amphitheater Unified District	Mesa Verde Elementary School	120,000	120,000	120,000	90,000	90,000	540,000
Amphitheater Unified District	Helen Keeling Elementary School	120,000	120,000	120,000	90,000	90,000	540,000
Amphitheater Unified District	E C Nash School	120,000	120,000	120,000	90,000	90,000	540,000
Chinle Unified District	Chinle Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Chinle Unified District	Canyon De Chelly Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Chinle Unified District	Many Farms Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Chinle Unified District	Tsaile Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Chinle Unified District	Mesa View Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Chinle Unified District	Chinle High School	140,000	140,000	140,000	105,000	105,000	630,000
Cholla Academy	Westland School Brighton Campus	140,000	140,000	140,000	105,000	105,000	630,000
Crane Elementary District	Pueblo Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Creighton Elementary District	Gateway School	140,000	140,000	140,000	105,000	105,000	630,000
Dysart Unified District	Riverview School	140,000	140,000	140,000	105,000	105,000	630,000
Flagstaff Unified District	W F Killip Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Flowing Wells Unified District	Walter Douglas Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Gadsden Elementary District	Arizona Desert Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Gadsden Elementary District	Rio Colorado Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Glendale Elementary District	Glendale Landmark Middle School	140,000	140,000	140,000	105,000	105,000	630,000

EXECUTIVE SUMMARY

Imagine Camelback Middle, Inc.	Imagine Camelback Middle	140,000	140,000	140,000	105,000	105,000	630,000
LEA	School	FY 2017 Year 1 Amount Awarded	FY 2018 Year 2 Amount Awarded	FY 2019 Year 3 Amount Awarded	FY 2020 Year 4 Amount Awarded	FY 2021 Year 5 Amount Awarded	Total Dollar Amount Awarded
Imagine Coolidge Elementary, Inc.	Imagine Coolidge Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Imagine Desert West Middle, Inc.	Imagine Desert West Middle	140,000	140,000	140,000	105,000	105,000	630,000
Institute for Transformative Education, Inc.	Changemaker High School	140,000	140,000	140,000	105,000	105,000	630,000
Isaac Elementary District	Esperanza Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Isaac Elementary District	J B Sutton Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Kingman Unified School District	Black Mountain Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Kingman Unified School District	Cerbat Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Maricopa Unified School District	Santa Rosa Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Maricopa Unified School District	Maricopa Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Mohave Valley Elementary District	Fort Mohave Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Murphy Elementary District	Jack L Kuban Elementary School	104,573	104,573	104,573	78,429	78,429	470,577
Paradise Valley Unified District	Campo Bello Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Pathfinder Charter School Foundation	Imagine Cortez Park Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Peoria Unified School District	Sundance Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Peoria Unified School District	Pioneer Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Phoenix Collegiate Academy, Inc.	Phoenix Collegiate Academy High School	140,000	140,000	140,000	105,000	105,000	630,000
Prescott Unified District	Taylor Hicks School	140,000	140,000	140,000	105,000	105,000	630,000
Roosevelt Elementary District	C O Greenfield School	135,000	135,000	135,000	101,250	101,250	607,500
Sahuarita Unified District	Sahuarita Middle School	140,000	140,000	140,000	105,000	105,000	630,000

EXECUTIVE SUMMARY

Santa Cruz Valley Unified District	Rio Rico High School	140,000	140,000	140,000	105,000	105,000	630,000
Santa Cruz Valley Unified District	Calabasas School	140,000	140,000	140,000	105,000	105,000	630,000
LEA	School	FY 2017 Year 1 Amount Awarded	FY 2018 Year 2 Amount Awarded	FY 2019 Year 3 Amount Awarded	FY 2020 Year 4 Amount Awarded	FY 2021 Year 5 Amount Awarded	Total Dollar Amount Awarded
Sunnyside Unified District	Gallego Intermediate Fine Arts Magnet School	140,000	140,000	140,000	105,000	105,000	630,000
Sunnyside Unified District	Craycroft Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Sunnyside Unified District	Los Ninos Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Cavett Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Ford Elementary	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Valencia Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Pueblo High Magnet School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Holladay Intermediate Magnet School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Manzo Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Myers-Ganoung Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Tucson Magnet High School	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	McCorkle PK-8	140,000	140,000	140,000	105,000	105,000	630,000
Tucson Unified District	Tully Elementary Accelerated Magnet School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Sunnyslope Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Richard E Miller School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Royal Palm Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Palo Verde Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Alta Vista Elementary School	140,000	140,000	140,000	105,000	105,000	630,000

EXECUTIVE SUMMARY

Washington Elementary School District	Sunset School	140,000	140,000	140,000	105,000	105,000	630,000
LEA	School	FY 2017 Year 1 Amount Awarded	FY 2018 Year 2 Amount Awarded	FY 2019 Year 3 Amount Awarded	FY 2020 Year 4 Amount Awarded	FY 2021 Year 5 Amount Awarded	Total Dollar Amount Awarded
Washington Elementary School District	Chaparral Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Roadrunner Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Washington Elementary School District	Desert Foothills Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Wickenburg Unified District	Vulture Peak School	140,000	140,000	140,000	105,000	105,000	630,000
Wickenburg Unified District	Wickenburg High School	140,000	140,000	140,000	105,000	105,000	630,000
Wilson Elementary District	Wilson Elementary School	140,000	140,000	140,000	105,000	105,000	630,000
Yuma Elementary District	Roosevelt School	140,000	140,000	140,000	105,000	105,000	630,000
Yuma Elementary District	Castle Dome Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Yuma Elementary District	Ron Watson Middle School	140,000	140,000	140,000	105,000	105,000	630,000
Total	69 sites	9,557,573	9,557,573	9,557,573	7,168,179	7,168,179	

EXECUTIVE SUMMARY

Issue:	Consideration to approve the contract between the State Board of Education and 6 Local Educational Agencies (LEAs) for FAST-ER grant.
---------------	---

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

In 2011, the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO) contracted with Educational Testing Service (ETS), to develop the *Formative Assessment Rubrics, Reflection, and Observation Protocol* (FARROP). The FARROP consists of a set of rubrics, guidelines for educator self-assessment and peer assessment, and supporting documentation to help educators reflect on and strengthen their formative assessment practices (CCSSO, 2013).

Through grant monies from the Hewlett Foundation, WestEd is partnering with the FAST, SCASS, CCSSO and ETS to award grants to FAST SCASS member states to implement the FARROP in district and schools. The Arizona Department of Education K12 Standards and Assessment Sections were awarded a FAST-ER grant in May 2016.

The purpose of the FAST-ER grant project is to provide state level and site level support for teachers and administrators as they increase and reflect on instructional practices related to formative assessment.

The Arizona Department of Education FAST-ER grant funds will support educator training and implementation of the FARROP tools through a community of practice (COP) focused on formative assessment. The ADE K12 Standards and cross agency team will work with and support approximately 150 educators from 6 LEA's representing students from across Arizona.

Each LEA has been invited to participate due to their engagement in formative assessment practices during the 2015-2016 school year with regionally-based Education Services Agencies and/or the Arizona Department of Education. The FAST-ER funds will be used to support opportunities at the local and state level for educators. FAST-ER funds will be used for educator stipends to complete the learning modules after school hours. Funds will also be utilized for PLC meetings outside of work hours to discuss new learning within the modules. FAST-ER funds will also support educators in the implementation of the FARROP as both a self-reflection and peer collaboration tool through substitute reimbursement and/or teacher stipends. Use of the FAST-ER funds in this manner will allow educators some flexibility when observing in classrooms or debriefing as a learning team.

Contact Information:

Carol Lippert, Associate Superintendent of High Academic Standards for Students
Jonathan Moore, Deputy Associate Superintendent, K12 Standards

EXECUTIVE SUMMARY

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

LEA	FY 2017
Chandler Unified School District	22,500.00
Gila County Education Service Agency	16,000.00
Coconino County Educational Service Agency	10,500.00
Sonoran School	13,000.00
Rice Elementary School	5,000.00
Salt River Schools	18,000.00
Total	\$85,000.00

All monies contracted to LEA's will go directly to teachers for their involvement in the FAST-ER grant activities.

Additional grant activities/materials	FY 2017
National speakers for all teachers and leaders	20,000.00
Travel for ADE staff to LEA's	2,000.00
Training materials/copies (for participants)	4,000.00
Video recording equipment (for LEA'S)	15,000.00
Total	\$41,000.00

Contract Amount

Total not to exceed \$126,615.00 (indirect costs included).

Source of Funds

William and Flora Hewlett Foundation

Function Code: Not yet assigned

Responsible Unit at the Department of Education

Division Associate Superintendent: Carol Lippert
 Unit Deputy Associate Superintendent: Jonathan Moore
 Program Director: Suzi Mast

Dates of Contract

EXECUTIVE SUMMARY

The agreements shall take effect when approved by the Board, and shall terminate on June 30, 2017.

Previous Contract History

The FAST-ER grant is in the initial award year.

Number Affected (Students, Teachers, Public, as appropriate)

An estimated 150 Arizona teachers and 3,750 Arizona students will be served by the FAST-ER grant.

Method of Determining Contract Amount(s)

The ADE FAST-ER budget was approved at the time that the grant was awarded. Within the approved budget is approximately \$500 per teacher for implementation of the FAST-ER components. LEA's will function within the ADE Grants Management system to reimburse for funds utilized within the scope of the required grant activities. Completion reports and desk monitoring will be utilized within the scope of the grant activities.

1. To be eligible for full funding per school, LEA's must complete the GM application.
2. Each LEA must sign a commitment to the project.
3. Quarterly Progress Monitoring will be submitted that outline steps towards reaching the evaluation goals.

Evaluation Plan

Each awarded LEA entity is monitored for financial and operational compliance with its grant application. A key strategy in the evaluation process includes regular on-site visits by the K12 and cross agency ADE staff to awarded LEA's to evaluate effectiveness of implementation. Data will be collected at two intervals. December and June data collection will be analyzed progress towards meeting the grant goals.

Four evaluation questions are supported within the scope of the FAST-ER grant

Evaluation Question #1- To what extent do self-reflections have on improving teachers' best practices in formative assessment?

Evaluation Question #2- To what extent do peer observations with feedback have on improving teacher's best practices in formative assessment?

Evaluation Question #3- To what extent does positive movement on the FARROP rubrics have on improving teachers' best practices in formative assessment?

EXECUTIVE SUMMARY

Evaluation Question #4- To what extent does positive movement on the FARROP peer assessment rubric have on improving student agency within the classroom?

Data will be collected mid-year and at the end of the school year to determine the effectiveness of the support model and training resources. Data will be reported to WestEd and to the State Board.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and the 6 above referenced Local Educational Agencies for the FAST-ER grant.

SUBCONTRACT

This Subcontract is entered into by and between WestEd and Arizona Department of Education

SECTION A: CONTACTS

Arizona Department of Education Suzi Mast Director of K-12 Mathematics, MSP Grants, and Educational Technology 1535 West Jefferson Street Phoenix, AZ 85007 P: (602) 364-4030 suzi.mast@azed.gov	WestEd Technical: Margaret Heritage Senior Scientist 730 Harrison Street San Francisco, CA 94107-1242 P: 415-565-3000 mherita@wested.org	WestEd Contracts: Contracts Management Department 730 Harrison Street San Francisco, CA 94107 P: 415.615.3136 contracts@wested.org	WestEd Billing: Donald Hom A/P Supervisor 4665 Lampson Avenue Los Alamitos, CA 90720 P: 562.799.5121 accountspayable@wested.org
---	---	--	--

SECTION B: WORK OR SERVICES

1. Prime Contract Information

Prime Funder: William and Flora Hewlett Foundation
Project Name: FAST SCASS Formative Assessment Program
Prime Contract Number & CFDA (if applicable): 2015-2244

2. Subcontract Term

Start Date: 07/01/2016

End Date: 06/30/2017

3. Work or Services to be completed by Subcontractor (brief description):

Please see attached Scope of Work, Exhibit 1.

4. Maximum Fees and expenses: \$126,615.00

5. Attachments

The parties agree to comply with the terms and conditions of the following attachments which are by this reference made a part of this Subcontract.

See Attached:

- WestEd Terms and Conditions
- Scope of Work, Exhibit 1
- Budget Detail, Exhibit 2
- Small Business Representations, Exhibit 3
- Additional Attachments: Additional Contractual Requirements, Exhibit 4

SECTION C: PAYMENT

- This is a fixed priced subcontract. Subcontractor shall be paid in full upon execution of this Subcontract and shall issue invoices to WestEd after the Subcontract is fully executed by both parties.
- Subcontractor shall submit invoices in duplicate. An original invoice shall be sent to the WestEd Billing Contact with a duplicate sent to the WestEd Technical Contact (contact information is provided in Section A above).
- All invoices must include the following: (1) Subcontractor's name, Federal Tax ID, invoice date; (2) Subcontract Number and invoice number; (3) Name, title, telephone number and complete mailing address of the responsible official to whom payment is to be sent; (4) Name, title, phone number of person preparing the invoice; (5) Authorized signature of certifying official.
- Subcontractor invoices must detail all services performed and/or expenses incurred in accordance with the attached budget. WestEd agrees to pay Subcontractor within 30 days of WestEd's receipt and approval of invoices. In no event shall WestEd be liable for late charges, interest, or penalties for failure to make payment within the time specified herein.

SECTION D: AUTHORIZED SIGNATORIES

IN WITNESS WHEREOF, this Subcontract has been executed by the parties hereto.

WestEd

Agreed and accepted:

Authorized Signature

Date Signed:

Name (Print): Virgilio F. Tinio, Jr.

Title: Contracts Manager

Arizona Department of Education ("Subcontractor")

Agreed and accepted:

Authorized Signature

Date Signed:

Name (Print):

Title:

EIN:

The remainder of this page is intentionally left blank.

WESTED TERMS AND CONDITIONS

1.0 Allowable Costs: Allowable costs are determined in accordance with the cost principles applicable to the organization incurring the costs, e.g., FAR Subpart 31.2 (commercial organizations), 2 CFR 230 (non-profit organizations), 2 CFR 220 (educational institutions). Specific unallowable costs include, but are not limited to, capitalized equipment with an acquisition cost of \$5,000 or more, foreign travel, entertainment cost, and use of funds to influence legislation or appropriations.

2.0 Certification of Cost & Price: Subcontractor hereby certifies that the fees and expenses charged for the work being conducted for WestEd is the Subcontractor's usual and customary fee. Subcontractor also certifies that Subcontractor is not charging other organizations a lower amount for the same work.

3.0 Records Maintenance, Retention, and Access: Subcontractor shall maintain proper accounting records and supporting documents that reflect all expenditures related to Subcontractor's performance of services under this Subcontract. WestEd may inspect, audit, or engage at its own expense an outside audit firm to review the Subcontractor's books to verify the claimed cost. Subcontractor shall retain all of such records and documents for at least seven (7) years after the final payment under this Subcontract.

4.0 Audit: During the term of this Subcontract and for a reasonable period of time thereafter, WestEd or its agent shall have the right, at periodic intervals and during regular business hours, on Subcontractor's premises, to examine and make copies of all books and records of Subcontractor insofar as they relate to this Subcontract.

5.0 Independent Contractor Status and Responsibilities: In performing its services, Subcontractor shall be an independent contractor with authority and responsibility to control and direct the performance of the services required under this Subcontract, subject to WestEd's general right to inspect work in progress to determine whether the services are being performed in accordance with this Subcontract. All persons hired and/or contracted by Subcontractor shall be Subcontractor's employees and/or subcontractors. Subcontractor shall be responsible for the accuracy, completeness, and adequacy of all services performed by Subcontractor's employees and/or subcontractors and shall ensure that all applicable licensing and operating requirements of the State and County governments and all applicable accreditation and other standards of quality generally accepted in the field of Subcontractor's activities are complied with and satisfactorily met.

Subcontractor voluntarily and knowingly assumes the entire liability (if any such liability is determined to exist) to its employees and/or subcontractors or to other persons for all loss, damage, or injury caused by Subcontractor's employees and/or subcontractors in the course of their employment and/or subcontract. Subcontractor shall be responsible for payment of applicable income, social security, and other State or County taxes and fees, and all statutory benefits including, without limitation, Workers' Compensation, Unemployment Insurance and Temporary Disability Insurance.

6.0 No Alteration of Contract: No alteration, addendum, modification, or waiver of the terms of this Subcontract shall be valid unless made in writing and signed by both parties, and no oral understanding or agreement not incorporated herein shall be binding on either of the parties. No inline delineation or alteration shall be accepted or bind WestEd.

7.0 Termination: 7.1 It is mutually agreed that either party may cancel this Subcontract before performance is completed by giving written notice to the other party at least thirty (30) days before the termination date.

7.2 WestEd may terminate this Subcontract immediately upon termination by the prime funder under which this Subcontract is being performed by giving written notice to the Subcontractor.

7.3 In the event of a termination under Section 7.1 or 7.2, WestEd shall reimburse Subcontractor for work performed under the Subcontract up to and including the date of termination, which are invoiced and submitted to WestEd in accordance with the attached Scope of Work and Budget.

8.0 Subcontracts and Assignments: Except as specifically stated herein above, Subcontractor shall not subcontract or assign any part of the services to be performed under this Subcontract without the prior written consent and approval of WestEd.

9.0 Indemnification: Subcontractor agrees to indemnify and hold harmless WestEd, its officers, employees and agents from all claims, liabilities and losses by whomever asserted arising out of acts or omissions of Subcontractor, its officers, employees and agents in the performance of this Subcontract, except those arising by reason of the sole negligence of WestEd, its officers, employees and agents. This provision will survive termination of this Subcontract.

10.0 Intellectual Property Ownership: Subcontractor agrees to convey ownership to any invention or discovery which is or may be patentable or otherwise protectable under Title 35 of the United States Code that was first conceived or first actually reduced to practice in the performance of the work under this Subcontract. Subcontractor hereby conveys to WestEd any invention or discovery which is or may be patentable or otherwise protectable under Title 35 of the United States Code that was first conceived or first actually reduced to practice in the performance of the work under this Subcontract. Subcontractor agrees that any information, design, expression, computer program or other work that is or may be copyrighted under U.S. copyright law first created or developed in the performance of the work under this Subcontract shall be a work made for hire, as defined by Title 17, Section 101, of the United States Code, for the benefit of WestEd. Subcontractor further agrees that any other information or data first created or developed in the performance of work under this Subcontract, including that which may be subject to protection as a trade secret, shall be proprietary to WestEd. This provision will survive termination of this Subcontract.

All pre-existing WestEd data and materials provided to Subcontractor by WestEd to assist in the performance of this Subcontract shall remain WestEd's property. WestEd hereby authorizes Subcontractor to have access to and make use of the data and/or materials as is appropriate for the performance by Subcontractor of its obligations under the Subcontract. Upon expiration or termination of the Subcontract for any reason, Subcontractor shall request instructions from WestEd regarding whether Subcontractor should: (1) erase or destroy the data files and/or materials maintained by the Subcontractor or (2) return the data and/or materials to WestEd. Subcontractor may not utilize the data and/or materials for any purpose other than in performing services for WestEd pursuant to this Subcontract.

11.0 Warranties: Subcontractor warrants that all services performed under this Subcontract shall be performed consistent with prevailing industry standards. If WestEd determines that Subcontractor has failed in the performance of this Subcontract, Subcontractor will be given fifteen (15) days to complete any required corrective action. If Subcontractor is unable to correct the performance issue, WestEd shall be entitled to terminate the contract immediately at the conclusion of the fifteen (15) day period and to recover all fees paid to Subcontractor for the deficient services.

12.0 Authority to Sign: Both parties executing this Subcontract acknowledge and warrant that they possess the authority to enter into this Subcontract on behalf of their respective companies.

13.0 Governance / Compliance: This Subcontract shall be governed by the laws of the State of California, without giving effect to conflict of law principles. Subcontractor shall also comply with all applicable

WESTED TERMS AND CONDITIONS

Federal and state laws, regulations, standards, orders, and requirements.

14.0 Disputes: The parties will attempt to settle any dispute, claim or controversy arising out of or relating to this Subcontract or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope (hereinafter a "Dispute"), through good faith negotiations. Such negotiations shall take place face to face, between representatives authorized to settle the Dispute, within 30 days from the date one party provides the other party with written notice of a Dispute and the legal and factual basis for such Dispute (hereinafter the "Negotiations"). Only in the event that a Dispute cannot be resolved through such good faith Negotiations, either party may submit the Dispute to arbitration in San Francisco, California. The arbitration shall be administered by JAMS pursuant to its Comprehensive Arbitration Rules and Procedures. No party shall file an arbitration demand or complaint until the parties have engaged in good faith Negotiations and such Negotiations have ended in an impasse. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. Notwithstanding the foregoing, no Dispute concerning a party's or a third party's rights in or to intellectual property protected in accordance with Federal law (an IP Dispute") shall be subject to arbitration and any such IP Dispute may be filed only in a federal court of competent jurisdiction, subject to the obligation to participate in Negotiations, as set forth herein.

15.0 Insurance: Without in anyway limiting the Subcontractor's liability pursuant to Section 9.0, Indemnification, of this Subcontract, Subcontractor shall procure and maintain during the full term of this Subcontract the following insurance amounts and coverage:

(a) Comprehensive General Liability with limits not less than \$1,000,000 each occurrence combined Single Limit for Bodily Injury and Property Damage;

(b) Comprehensive or Business Automobile Liability Insurance with limits not less than \$1,000,000 each occurrence Combined Single Limit for Bodily Injury and Property Damage, including coverage for Owned, Non-owned and Hired Vehicles, as applicable;

(c) Worker's Compensation Insurance, with Employer's Liability limits not less than \$1,000,000 each accident;

(d) Professional Liability (E & O) Insurance with limits not less than \$1,000,000 each occurrence;

(e) Subcontractor shall name WestEd as additional insured. Subcontractor shall provide WestEd with appropriate certificate(s) of insurance, including an updated certificate in the event the certificate originally provided expires during the performance period of the Subcontract. Subcontractor also understands and agrees that WestEd may withhold payment for services for any violations of the insurance provisions of this Subcontract.

16.0 Subcontractor Conflict of Interest: 16.1 The Subcontractor warrants that, to the best of the Subcontractor's knowledge and belief, there are no relevant facts or circumstances which could give rise to an organizational conflict of interest, as defined as, activities or relationships with other persons, organizations or any other third party which would cause the Subcontractor to be unable or potentially unable to render impartial assistance or advice to WestEd, or the Subcontractor's objectivity in performing the work might be otherwise impaired, or resulting in an unfair competitive advantage, or that the Subcontractor has disclosed all such relevant information to WestEd.

16.2 The Subcontractor agrees that if an actual or potential organizational conflict of interest is discovered after this Subcontract is executed, the Subcontractor will make a full disclosure in writing to WestEd. This disclosure shall include a description of actions which the Subcontractor has taken or proposes to take, after consultation

with WestEd, to avoid, mitigate, or neutralize the actual or potential conflict.

16.3 WestEd may terminate for convenience this Subcontract, in whole or in part, if it deems such termination necessary to avoid an organizational conflict of interest. If the Subcontractor was aware of a potential organizational conflict of interest prior to the execution of this Subcontract or discovered an actual or potential conflict after award and did not disclose or misrepresented relevant information to WestEd, WestEd may terminate the Subcontract for default, or pursue such other remedies as may be permitted by law or this Subcontract.

17.0 Confidentiality: All materials, products, documents, and other information of WestEd are proprietary and confidential, and may not be used, disclosed, or otherwise published by Subcontractor without WestEd's expressed written consent.

18.0 Non-Discrimination in Employment: The Equal Employment Opportunity clauses of Executive Order 11246, section 503 of the Rehabilitation Act of 1973, and the Vietnam Era Veterans' Readjustment Assistance Act are hereby incorporated by reference if applicable based on the size of this Subcontract and the work to be performed and/or the goods or services involved. **This Subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.**

19.0 Severability: If any provision of this Subcontract is found by a court to be void, invalid or unenforceable, this Subcontract will either be reformed to comply with applicable law or the provision in question will be stricken so as not to affect the validity or enforceability of the remainder of this Subcontract.

20.0 Counterparts: This Subcontract may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or ".pdf" signature page were an original thereof.

21.0 Notices: Any notice or other communication shall be in writing, and will be considered to have been given if delivered by hand or sent by certified United States mail, return receipt requested, or by commercial courier service to the other party at the address stated above or to such other address as may be specified by either party in a notice to the other. Notice is effective upon receipt.

22.0 Entire Agreement: This Subcontract, together with Exhibits hereto, is the entire agreement of the parties and supersedes any prior agreements between them, whether written or oral, with respect to the subject matter hereof.

23.0 Order of Precedence: In the event of a discrepancy between these terms and conditions and any additional exhibits or attachments, the language of these terms and conditions will prevail.

State: Arizona

Title: Sustaining Arizona's Formative Assessment Efforts

1. How do you plan to use the FAST-ER grant funds?

The Arizona Department of Education (ADE) FAST-ER grant funds will support educator training and implementation of the FARROP through a community of practice (COP) focused on formative assessment. The ADE project will work with and support approximately 150 educators from school sites representing students from across Arizona. Each system has been invited to participate due to their engagement in formative assessment practices over the 2015-2016 school year with regionally-based Education Services Agencies and/or the Arizona Department of Education.

The purpose of this grant application and project is to provide state level and site level support for teachers and administrators (educators) as they increase and reflect on formative assessment instructional practices.

The FAST-ER funds would be used to support opportunities at the local and state level for educators. FAST-ER funds would be used for educator stipends to complete the learning modules after school hours. Funds would also be utilized for PLC meetings outside of work hours to discuss new learning within the modules. FAST-ER funds would also support educators in the implementation of the FARROP as both a self-reflection and peer collaboration tool through substitute reimbursement and/or teacher stipends. Use of the FAST-ER funds in this manner would allow educators some flexibility when observing in classrooms or debriefing as a learning team. FAST-ER funds would support hosting Dr. Margaret Heritage to extend participants' and leaders' working knowledge of formative assessment. FAST-ER funds would also be used to cover costs associated with hosting a national speaker on Professional Learning Communities to assist LEAs/ESAs in moving their teams to deeper levels in the implementation of PLCs. Additional funds would be utilized to assist in the purchase of books and materials to extend PLC experiences.

The Arizona proposal includes the purchase of videotaping and recording equipment for each school site to allow for the recording of instructional sequences within individual classrooms. This would expand current video resources and will provide Arizona and other FAST-ER grant projects with additional video footage for use in professional learning opportunities and conversations around formative assessment. In-kind funding from the Arizona Department of Education would cover the cost of salaries associated with site level support by ADE staff. Conference rooms and supplies associated with hosting national speakers would also be in-kind support from the ADE. In-kind funding from LEAs/ESAs will include classroom coverage for teachers when a full day substitute is not necessary. Additional in-kind funding from LEAs/ESAs would include any copies and meeting space associated with professional development offerings provided by the ADE at the school site/district.

2. What is the current status of formative assessment practices in your state?

Arizona has been actively involved in formative assessment efforts since 2011. ADE became a member of FAST SCASS in 2013. Dr. Margaret Heritage conducted formative assessment training and provided Arizona teachers with full professional learning days in September of 2014. In December, 2014, Dr. Margaret Heritage presented a day-long seminar to over one hundred Arizona Department of Education staff members on learning goals, success criteria, and formative assessment in order to establish a common understanding and unified definition of

formative assessment. ADE recognizes the following FAST SCASS definition of formative assessment: *“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”*

These efforts have resulted in an ongoing cross-agency formative assessment leadership team that meets regularly to discuss implementation of formative assessment practices and the inclusion of formative assessment agency-wide.

During the 2015-2016 school year, the Arizona Department of Education successfully recruited 15 LEAs/ESAs as a Community of Practice (COP) to participate in a formative assessment online course in collaboration with West Ed and Dr. Margaret Heritage. This COP included large, mid-size, and small districts, in addition to charter schools and three county education service agencies. Participating LEAs/ESAs represented rural, urban, and suburban settings. Some LEAs/ESAs selected particular content area educators while others engaged their full administrative and teaching staff.

The ADE facilitated two learning experiences with Dr. Margaret Heritage for leadership teams within each LEA/ESA. The learning experiences with Dr. Margaret Heritage set the foundation for site leadership teams to engage in and sustain support for formative assessment during the 2015-2016 school year. Interim support for site leadership teams was also provided by an ADE cross-agency formative assessment leadership group throughout the 2015-2016 school year. The ADE formative assessment leadership group utilized a single point of contact model that included monthly check-ins and ongoing discussions between and among Department staff and the 15 LEAs. The 2015-2016 Arizona formative assessment COP has 15 LEAs/ESAs that participated in the formative assessment online course with state level support. The Arizona Formative Assessment COP continues to function as a learning team, and will continue into the 2016-2017 school year. The current COP will serve as mentors for new sites as they begin implementation of formative assessment practices.

The 2015-2016 formative assessment COP has given the Arizona Department of Education’s K-12 Academic Standards and cross-agency teams the experience of working collaboratively with LEAs/ESAs as they focus on teaching and learning. The 2015-2016 COP demonstrates the ADE’s experience with and commitment to formative assessment practices and its ability to create and sustain a statewide system of support.

3. How will your proposed work advance formative assessment practices across your state?

a. How will your proposed work advance the goals of the FAST SCASS

Sustaining Arizona’s Formative Assessment Efforts advances the goals of the FAST SCASS by expanding the effective implementation of formative assessment practices in classrooms across Arizona.

During the 2016-2017 school year, the ADE plans to extend work with the current formative assessment COP through the FAST-ER grant project and through new participation in an online formative assessment course. Extending the understanding of the common definition of formative assessment is a key component in each professional learning experience that is offered through the ADE. Instructors model formative assessment practices and will continue to assist with communicating the common definition to all educators across the state of Arizona.

The FAST-ER grant would extend the existing model of state-level support by providing deeper learning for the current formative assessment community of practice facilitated by the Arizona Department of Education. New members, focused on implementation of formative assessment practices within their system will be invited to participate in the established community of practice. Additionally, the creation of video resources will help to expand learning beyond those directly participating in the grant.

4. How do you plan to leverage this work for future state-driven efforts around formative assessment?

The Arizona Department of Education is committed to formative assessment practices through both formal and informal training opportunities. The vocabulary of "learning goals" and "criteria for success" has been incorporated into many existing trainings in order to share a common vocabulary among all educators. Implementation of the FARROP rubric will assist local and statewide implementation of formative assessment practices as educators work through self-reflection and peer observations of their practice to serve as models for other educators and systems statewide. Additionally, video resources will be used in future state and local professional learning opportunities. Arizona believes that this model will be sustained through state and district fiscal resources at the end of the grant period.

5. How much money is your state applying for?

The Arizona Department of Education is applying for a FARROP implementation FAST-ER grant and requesting \$126,615.

6. Within what time frame would your state plan to use the funds?

The Arizona Department of Education intends to use the funds beginning in July of the the 2016-2017 school year. Recruiting of LEAs will occur between March and May of 2016 with initial implementation training for FARROP in July 2016 with the online modules. The ADE and participating LEAs will work together to provide site-based face-to-face professional learning support, PLCs, and coaching around the modules. Completion and implementation of the six modules will occur during the first semester, ending new learning in December. Interim data collection around the FARROP rubrics, initial teacher self and peer reflections, and first-semester student self-assessments and reflections will be collected in December/January.

A stronger focus on implementation of formative assessment practices that includes regular opportunities for self and peer reflection will occur during the second semester. PLCs will continue to support individual and group growth, and the videotaping of two classroom interactions during the second semester will be a focus for participants. The grant will run from July 1, 2016 through June 30, 2017 beginning with face-to-face professional learning experiences, online modules, and PLC/COP support during the first semester and extending throughout the school year. Interim data will be collected in December/January and summative data will be collected in May.

7. How will you monitor progress on the goals of this work?

- a. What implementation indicators and other measures will you track?
- b. What evaluation methods (e.g. teacher surveys, classroom observations, student focus groups, collection of artifacts) would be useful to assessing implementation and effectiveness?

Data collection will include an interim in December 2016 and as a summative in May 2017. Evaluation reports will be provided to grantor in January, 2017 and June, 2017. Goals associated with Sustaining Arizona's Formative Assessment Efforts include the following:

Evaluation Question #1- To what extent do self-reflections have on improving teachers' best practices in formative assessment?

Goal 1: By June 2017, 80% of all teacher participants will have significant growth in their formative instruction practices as documented through FARROP self-reflection tools.

Data collection methods would include individual teacher artifacts including reflective notes, action plans, and rubric scores over the course of the school year. The goal and evaluation question will be analyzed, at the end of the project and through interim progress by a content analysis of the self-reflection forms and action plans from individual teachers.

Evaluation Question #2- To what extent do peer observations with feedback have on improving teacher's best practices in formative assessment?

Goal 2: By June 2017, 80% of all teacher participants will experience significant growth in their formative assessment practices as demonstrated/documented on FARROP peer observation forms.

Data collection methods would include pre-observation descriptions, peer observation notes, post observation notes, peer observation summary form, and rubric scores over the course of the school year. The goal and evaluation question will be analyzed, at the end of the project and through interim progress by a content analysis of the peer observations summary forms.

Evaluation Question #3- To what extent does positive movement on the FARROP rubrics have on improving teachers' best practices in formative assessment?

Goal 3: By June 2017, 80% of all teacher participants will score a 3 (progressing) or more on 2 out of 10 FARROP dimensions.

Data Collection methods would include scores over time on 2 chosen FARROP dimension rubrics. Teachers will self-select to focus on 2 out of the 10 dimensions and will track their own progress over time and across lessons. The goal and evaluation question will be analyzed, at the end of the project and through interim progress by a content analysis of 2 dimensions of the FARROP rubrics.

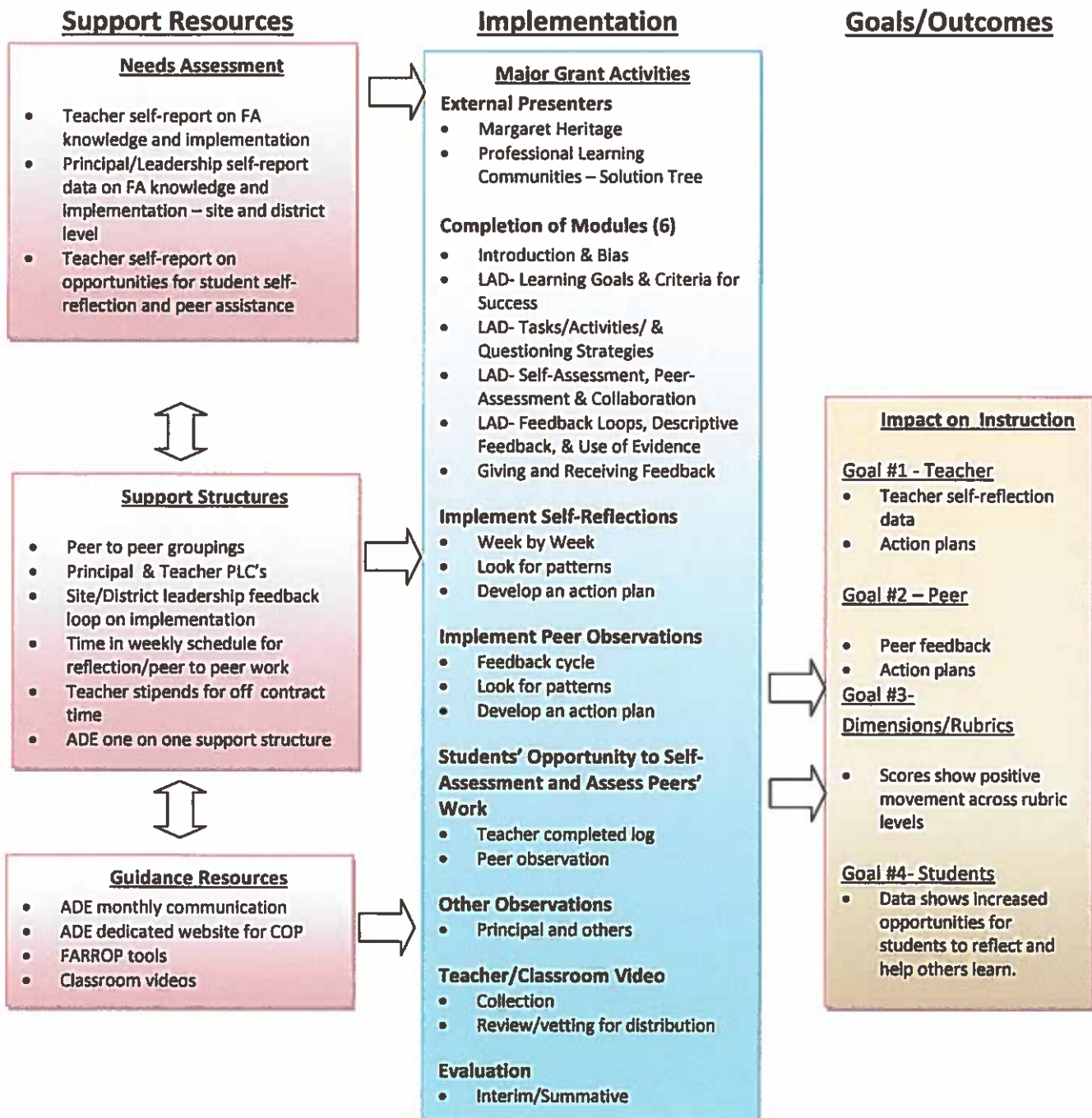
Evaluation Question #4- To what extent does positive movement on the FARROP peer assessment rubric have on improving student agency within the classroom?

Goal 4: By June 2017, 80% of all teacher participants will show positive movement in the number of opportunities students are provided to self-reflect and assist peers with their work as documented through peer observations over the course of the school year.

Data collection methods would include assessing the teacher-teacher, teacher-student and student-student relationships through peer observations and a count of the evidence of student opportunities to self-reflect and assist other students in their learning. The goal and evaluation question will be analyzed, at the end of the project and through interim progress by an analysis of the increase in count over the course of time for student opportunities to self-reflect and assist their peers.

8. How will you report outcomes of this work and share resources with the FAST SCASS, WestEd, and the Hewlett Foundation?
 - a. Do you have recommendations for a reporting tool or template to use?

The Arizona Department of Education would make all Arizona-created resources available to the partnership organizations through an online file repository system or through a website developed and maintained by the K12 Academic Standards Section at the Arizona Department of Education. All grant-developed resource materials will be copyrighted under creative commons and will be accessible and useable by any interested parties. All grant-developed materials, including videos, will be shared through the ADE content management system or through an ADE website designed for grant participants. Outcomes from this project will be reported in January through an interim report to grant management. A summative report, including a full analysis of data collected, will be submitted in June to the grants management team.



Arizona Department of Education
FAST-ER Grant - FARROP Rubric Implementation
Sustaining Arizona's Formative Assessment Efforts

Budget Narrative

Personnel		
Teacher Substitute Reimbursement or Stipends (150 participants @ \$150.00 x 2 days)		45,000.00
Consultants/Vendors for Coaching/PLC/Implementation Support/ Margaret Heritage (3 opportunities)		20,000.00
	Total Personnel	65,000.00
Travel		
In State travel for ADE project staff for site visits/observation/coaching/training		2,000.00
LEA/ESA travel for participants outside Maricopa county to consultant/vendor trainings hosted in Phoenix		18,000.00
	Total Travel	20,000.00
Materials and Equipment		
Books and Publications		9,000.00
Facility Use (Rental for off-site trainings)		1,000.00
Printing/copier use for trainings and support		2,000.00
Printing of materials for each site/district for FARROP materials		2,000.00
	Total Materials and Equipment	14,000.00
Technology Equipment/Supplies		
Video recording and editing equipment for each site - \$1500 x 10 sites		15,000.00
	Total Technology Equipment/Supplies	15,000.00
Additional Operating Expenses		
Other Project Operating Expenses		1,000.00
<i>To include: Electronic and Print Outreach and Marketing, Training and Technical Assistance Materials, Monitoring, Printing, Postage, Facilities/Meeting Space, and other Office Expenses, Supplies, and Equipment</i>		

Total Additional Operating Expenses 1,000.00

Evaluation

Guidance on data collection and method/ Data analysis

Total Direct Costs 115,000.00

Total Direct Costs All Budget Periods 115,000.00

Total Indirect Costs (10.1%)

against assistance funds (subgrants to LEAs))

11,615.00

Total Costs (Direct Costs, Indirect Costs) 126,615.00

Invoice #000000

Billing Date: mm/dd/yyyy

WestEd
Attention: <Name of Project Director>
Address
City, State, ZIP Code

From: <enter Subcontractor name>
Address
City, State, ZIP Code

Project Name: enter project name
Subcontract Number: s00-00000

Total Subcontract \$ -

Subcontract Number: <enter subcontract no. 00-0000>
Period of Performance: <enter start date - end date>

Billing Period: <enter start month-date-year - end month-date-year>

	Budget	Current Expenses	Cumulative Expenses	Balance
Salaries	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -
Consultants/Other Personnel/ Participant Support	\$ -	\$ -	\$ -	\$ -
Total Personnel	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -
Supplies/Materials	\$ -	\$ -	\$ -	\$ -
Postage/Telephone	\$ -	\$ -	\$ -	\$ -
Printing/Graphics	\$ -	\$ -	\$ -	\$ -
Information Services	\$ -	\$ -	\$ -	\$ -
Facility	\$ -	\$ -	\$ -	\$ -
Program Support	\$ -	\$ -	\$ -	\$ -
<Expense not originally budgeted>	\$ -	\$ -	\$ -	\$ -
<Expense not originally budgeted>	\$ -	\$ -	\$ -	\$ -
<Expense not originally budgeted>	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ -	\$ -	\$ -
Total Direct Costs	\$ -	\$ -	\$ -	\$ -
Indirect Costs	\$ -	\$ -	\$ -	\$ -
Total Costs	\$ -	\$ -	\$ -	\$ -

Total Amount Due

\$ -

I certify that the above expenses have been reviewed and could be traced back to <name of subcontractor> accounting records

Authorized Certifying Official

Remittance should be made payable to:

<name of subcontractor> at the address above

For billing questions, please call <enter contact name and phone number>

Subcontractor represents that, under the Small Business Administration Regulation and other related laws and regulations, it is a (check all that are applicable):

- Small Business
- Large Business
- Non-Profit
- Other (please explain): _____

And operated as (please check as many as applicable; if not applicable, indicate "N/A" in other):

- Minority-Owned
- Woman-Owned
- Veteran-Owned
- Service-Disabled Veteran-Owned Business
- HUBZone Business
- Other (please explain): _____

ADDENDUM TO WESTED TERMS AND CONDITIONS

WestEd's Terms and Conditions are modified in the following ways:

4.0 Audit

Section 4, Audit, shall be amended to add the following language:

"In instances where ADE is providing funds or work to WestEd, WestEd shall, in accordance with A.R.S. § 35-214, retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to this Subcontract for a period of five years after completion of the Subcontract. All records shall be subject to inspection and audit by the State at reasonable times with prior notice to WestEd. Upon request, WestEd shall produce the original of any or all such records."

9.0 Indemnification

Section 9, Indemnification, shall be deleted in its entirety and replaced with the following:

"Neither party to this Subcontract agrees to indemnify or hold harmless the other party from liability hereunder. However, if the common law or a statute provides a right to indemnity and/or a right to contribution to any party to this agreement, then the right to pursue one or both of these remedies is preserved. If in any instance Subcontractor's financial and other obligations under the foregoing remedies are limited by Arizona state law, the same protections and limitations shall apply to WestEd. This provision will survive termination of this Subcontract."

13.0 Governance/Compliance

Section 13, Governance/Compliance, shall be deleted in its entirety and replaced with the following:

"**13.0 Compliance:** Subcontractor shall comply with all applicable Federal and state laws, regulations, standards, orders, and requirements."

Section 14.0 Disputes

Section 14, Disputes, shall be deleted in its entirety and replaced with the following:

"The parties will attempt to settle any dispute, claim or controversy arising out of or relating to this Subcontract or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope (hereinafter a "Dispute"), through good faith negotiations. Such negotiations shall take place face to face, between representatives authorized to settle the Dispute, within 30 days from the date one party provides the other party with written notice of a Dispute and the legal and factual basis for such Dispute (hereinafter the "Negotiations"). In addition, in accordance with ARS § 12-1518, the parties to agree to resolve all disputes arising out of or relating to this Contract through arbitration, after exhausting applicable administrative review except as may be required by other applicable statutes. This clause shall not preclude parties from seeking provisional remedies from a court of appropriate jurisdiction. Notwithstanding the foregoing, any Dispute concerning a party's or a third party's rights in or to intellectual property protected in accordance with Federal law (an IP Dispute") may be filed only in a federal court of competent jurisdiction, subject to the obligation to participate in Negotiations, as set forth herein."

15.0 Insurance

Section 15, Insurance, shall be deleted in its entirety and replaced with the following:

“Without in anyway limiting the Subcontractor’s liability pursuant to Section 9.0, Indemnification, of this Subcontract, Subcontractor shall maintain during the full term of this Subcontract adequate liability coverage for the project, including but not limited to workers compensation coverage. For avoidance of doubt, Subcontractor agrees that WestEd assumes no responsibility for workers compensation for any employees, agents, or other assistants of Subcontractor.”

16.0 Subcontractor Conflict of Interest

Section 16, Subcontractor Conflict of Interest, shall be amended to add the following:

“16.4 In accordance with A.R.S. § 38-511, State may within three years after execution cancel the Subcontract, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating the Subcontract on behalf of the State, at any time while the Subcontract is in effect, becomes an employee or agent or any other party to the Subcontract in any capacity or a consultant to any other party of the Subcontract with respect to the matter of the Subcontract.”

24.0 Scrutinized Businesses

Section 24, Scrutinized Businesses, shall be added to the WestEd Terms and Conditions to state the following:

“24.0 Scrutinized Businesses: In accordance with ARS § 35-391 and ARS § 35-393, WestEd certifies that WestEd does not have scrutinized business operations in Sudan or Iran.”

ADDITIONAL TERMS AND CONDITIONS

The following terms and conditions taken from the Prime Agreement ("Agreement") between the William and Flora Hewlett Foundation ("Foundation") and WestEd are hereby incorporated into this Subcontract. When necessary to make the context of these clauses applicable to the Subcontract, the term "Grant/Agreement" shall mean "Subcontract", "Grantee" shall mean "Subcontractor" and "Grantees" shall mean "Subcontractors" as appropriate. Subcontractor agrees to comply with all terms and conditions of the Agreement, as applicable, including but not limited to the following:

1. **Use of Funds.** Grantee agrees that the grant funds, with any income earned from the investment of the grant funds (together, "the grant funds"), will be used exclusively in support of the activities described in Grantee's Scope of Work (*Exhibit 1 of this Subcontract*).
2. **Prohibited Use of Funds.** Grantee agrees to not use any portion of the grant funds to any extent for any of the following:
 - a. To participate in any political campaign on behalf of or in opposition to any candidate for public office or to otherwise influence the outcome of any specific public election as described in Section 4945(d)(2) of the Internal Revenue Code;
 - b. To provide material support to any person or entity that engages in violent terrorist activities; or
 - c. For any non-charitable purposes.
3. **Prohibition on Lobbying Activity.** No grant funds may be used for the carrying on of propaganda or attempting to influence legislation within the meaning of Internal Revenue Code Sections 50 I (h), 4945(d) (l) and 4945(e) and related regulations (these provisions include local, state, federal, and foreign legislation), and neither Grantee, WestEd nor the Foundation has entered into any agreement, oral or written, to the contrary.
4. **Compliance with Laws.** Grantee represents and warrants that Grantee is legally authorized to enter into this Agreement and that Grantee has complied with and will continue to comply with all applicable local, state, federal, and international laws or requirements, including laws governing contracts with government officials (e.g., anti-bribery laws such as the Foreign Corrupt Practices Act) and anti-terrorism laws and sanctions, in connection with the performance of the activities under this Agreement.
5. **Intellectual Property.** To ensure that Foundation's grants have as broad an impact as possible, the Foundation requires grantees to license all classroom videos, the revised FARROP rubrics, and the usability and cognitive studies that result from Foundation grant funds (the "Work Product") through an open source license. Accordingly, Subcontractor agrees to make Work Product available to the public in a readily

accessible format (e.g. on the Subcontractor's public website) under the most recent version of the Creative Commons Attribution license (CC BY). Full legal text of the above referenced license is available at the following URL and Subcontractor should take the time to read and understand the license terms and conditions: <http://creativecommons.org/licenses/by/4.0/legalcode> (a summary may be found at <http://creativecommons.org/licenses/by/4.0/>).

- 6. Grant Acknowledgement.** When it serves an organization's charitable goals and strategies, grantees are welcome to acknowledge WestEd's the Foundation's support through a simple statement indicating that WestEd and/or the Foundation has provided the Grantee with funding during the grant period, including naming WestEd and/or the Foundation in a list of the Grantee's funders. Grantees receiving project support should acknowledge WestEd and the Foundation support only in relation to the relevant project being funded. To ensure that the WestEd and the Foundation's grantmaking programs are portrayed accurately, any other use of WestEd's and/or the Foundation's name and all uses of WestEd's and/or the Foundation's logo, including the use of WestEd's and/or the Foundation's name or logo in the titles of programs, in research reports, in paid advertisements, in press releases, or on placards at meetings, must be reviewed and preapproved by WestEd and/or the Foundation in writing. Requests for approval should be directed to the Contracts Department at contracts@wested.org.

Upon the expiration of this Subcontract (including any WestEd and/or Foundation-approved extensions) or the termination of this Subcontract, or at the request of WestEd and/or the Foundation at any time, Grantee shall immediately discontinue the use of WestEd's and/or the Foundation's name and logo in electronic materials and shall discontinue use within a reasonable period of time for printed materials. All uses beyond this period must be pre-approved in writing by WestEd and/or the Foundation, which may be granted or withheld in the sole and absolute discretion of WestEd and/or the Foundation.

EXECUTIVE SUMMARY

Issue: Consideration to appoint members to the Professional Practices Advisory Committees

Action/Discussion Item Information Item

Background and Discussion

The Arizona State Board of Education (Board) is responsible for the supervision and control of educators in Arizona’s public school districts. The Board appoints the Professional Practices Advisory Committee (PPAC), which advises the Board on certification matters related to immoral or unprofessional conduct; unfitness to teach; revocation, suspension, or surrender of certificates; and formal letters of censure. In May 2013, the Board amended its rules to allow for the establishment of multiple PPACs.

The Board has established two PPACs. Each PPAC consists of seven members that serve staggered 4-year terms – one elementary classroom teacher, one secondary classroom teacher, one principal, one superintendent or assistant/associate superintendent, one local governing board member, and two lay members (one lay member must be the parent of a student currently attending public school).

Board staff recommends the following appointments to the PPAC:

PPAC #1

Name of Proposed Member	Membership Category	Existing or New Member	Term Expiration
Michael D. Stewart	Lay Member (Parent)	N	7/31/20

PPAC #2

Name of Proposed Member	Membership Category	Existing or New Member	Term Expiration
Dr. Melissa Sadorf	Superintendent	N	7/31/19

Recommendation to the State Board

It is recommended that the Board appoint Michael D. Stewart and Dr. Melissa Sadorf to the Professional Practices Advisory Committee.

EXECUTIVE SUMMARY

Issue: Consideration to appoint Marisol Garcia as a member of the Certification Advisory Committee

Action/Discussion Item

Information Item

On April 24, 2006 the State Board of Education approved the creation of the Certification Advisory Committee (CAC) under Board rule R7-2-201. This committee is charged with making recommendations to the Board pertaining to the certification of Arizona's education professionals.

Joe Thomas, who formerly served as the secondary teacher representative on the CAC, has resigned due to his promotion to President of the Arizona Education Association (AEA). Marisol Garcia, the incoming Vice-President to the AEA, is qualified as a secondary teacher to fill the vacancy.

Board staff recommends the following appointment to the CAC:

Proposed Member	Role	Term
Marisol Garcia	Secondary Teacher	12/31/2019

Recommendation to the State Board

It is recommended that the Board appoint Marisol Garcia as a member of the Certification Advisory Committee.

EXECUTIVE SUMMARY

Issue: Consideration of recommendations to approve or deny elementary educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom through authentic clinical experiences in PK-12 education settings, with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars, modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys, completer data, and student achievement data.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-604.01 (A): “Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience.”

The following educator preparation programs have met the standards and are being recommended for program approval through July 31, 2022:

- Arizona Christian University, Bachelor of Science in Elementary Education
- Ottawa University, Post-Baccalaureate /Bachelor of Arts in Elementary Education
- Prescott College, Post-Baccalaureate/Bachelor’s Degree, Elementary Education
- Prescott College, Master’s Degree, Elementary Education

Recommendation to the Board

It is recommended that the Board approve the elementary educator preparation programs listed above through July 31, 2022.

EXECUTIVE SUMMARY

Professional Preparation Institution	Arizona Christian University
Educator Preparation Program	Bachelor of Science in Elementary Education
Date submitted	12/8/2015
Type of Approval	Initial Program Approval
Program Pathway	Traditional
Certificate	Elementary Education
Program Summary Date	7/11/16

		Final Score
Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.40
Organizational Structures and Systems Domain Total Score		2.08
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	2.00
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.30
Data Literacy Component	Data Literacy Worksheet	2.20
	Data Literacy Matrix	1.90
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	1.90
Instructional Impact Domain Total Score		2.07
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	1.90
Field Experience Component	Field Experience Worksheet	2.10
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.30
Capstone Component	Capstone Experience Worksheet	2.30
	Capstone Remediation Plan	2.30
Clinical Practice & Partnerships Domain Total Score		2.15
Total Score		2.10

		Final Score	
Instructional Impact Domain			
Relevant Standards Matrix	InTASC Standard 1	2.00	
	InTASC Standard 2	2.00	
	InTASC Standard 3	2.00	
	InTASC Standard 6	2.00	
	InTASC Standard 7	2.00	
	InTASC Standard 8	2.00	
	InTASC Standard 9	2.00	
	InTASC Standard 10	2.00	
	Content Knowledge Matrix	InTASC Standard 4	2.00
		InTASC Standard 5	2.00
Data Literacy Matrix	Continuously Component	1.90	
	Effectively Component	1.80	
	Ethically Component	1.70	
	Access Component	2.00	
	Interpret Component	1.90	
	Act Component	1.70	
	Communicate Component	1.70	
Clinical Practice & Partnerships Domain			
Field Experience Matrix	Learner and Learning: InTASC Standards 1, 2, 3,	2.00	
	Content: InTASC Standards 4,5	2.00	
	Instructional Practice: InTASC Standards 6,7,8	2.00	
	Professional Responsibility: InTASC Standards 9,10	2.00	

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a "meets".
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

EXECUTIVE SUMMARY

Professional Preparation Institution	Ottawa University
Educator Preparation Program	Bachelors of Arts/Post-Baccalaureate in Elementary Ed.
Date submitted	12/8/2016
Type of Approval	Initial Program Approval
Program Pathway	Traditional and Alternative
Certificate	Elementary Education
Program Summary Date	6/17/2016

Final
Score

Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.40
	Organizational Structures and Systems Domain Total Score	2.08
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	4.00
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.20
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
Instructional Impact Domain Total Score		2.34
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.00
Clinical Practice & Partnerships Domain Total Score		2.00
		Total Score
		2.14

Final
Score

Instructional Impact Domain			
Relevant Standards Matrix	InTASC Standard 1	4.00	
	InTASC Standard 2	4.00	
	InTASC Standard 3	4.00	
	InTASC Standard 6	4.00	
	InTASC Standard 7	4.00	
	InTASC Standard 8	4.00	
	InTASC Standard 9	4.00	
	InTASC Standard 10	4.00	
	Content Knowledge Matrix	InTASC Standard 4	4.00
		InTASC Standard 5	4.00
Data Literacy Matrix	Continuously Component	2.00	
	Effectively Component	2.00	
	Ethically Component	2.00	
	Access Component	2.00	
	Interpret Component	2.00	
	Act Component	2.00	
	Communicate Component	2.00	
Clinical Practice & Partnerships Domain			
Field Experience Matrix	Learner and Learning: InTASC Standards 1, 2, 3,	2.00	
	Content: InTASC Standards 4,5	2.00	
	Instructional Practice: InTASC Standards 6,7,8	2.00	
	Professional Responsibility: InTASC Standards 9,10	2.00	

Education Preparation Program Scoring

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a "meets".
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

EXECUTIVE SUMMARY

Professional Preparation Institution	Prescott College
Educator Preparation Program	Bachelors and Post Baccalaureate Elementary Education
Date submitted	12/8/2015
Type of Approval	Initial Program Approval
Program Pathway	Traditional
Certificate	Elementary Education
Program Summary Date	6/29/2016

Final
Score
Average

Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
	Organizational Structures and Systems Domain Total Score	2.00
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	3.00
	Content Knowledge Worksheet	1.60
	Content Knowledge Matrix	2.22
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	1.67
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	1.60
		Instructional Impact Domain Total Score
		2.01
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	1.50
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.33
Capstone Component	Capstone Experience Worksheet	2.10
	Capstone Remediation Plan	2.00
		Clinical Practice & Partnerships Domain Total Score
		1.99
		Total Score
		2.00

Final
Score
Average

Instructional Impact Domain			
Relevant Standards Matrix	InTASC Standard 1	4.00	
	InTASC Standard 2	4.00	
	InTASC Standard 3	4.00	
	InTASC Standard 6	2.00	
	InTASC Standard 7	2.67	
	InTASC Standard 8	2.67	
	InTASC Standard 9	2.67	
	InTASC Standard 10	2.00	
	Content Knowledge Matrix	InTASC Standard 4	4.00
		InTASC Standard 5	4.00
Data Literacy Matrix	Continuously Component	2.00	
	Effectively Component	2.00	
	Ethically Component	1.67	
	Access Component	1.67	
	Interpret Component	2.00	
	Act Component	1.00	
	Communicate Component	1.00	
Clinical Practice & Partnerships Domain			
Field Experience Matrix	Learner and Learning: InTASC Standards 1, 2, 3,	1.00	
	Content: InTASC Standards 4,5	1.00	
	Instructional Practice: InTASC Standards 6,7,8	1.67	
	Professional Responsibility: InTASC Standards 9,10	1.67	

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a "meets".
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

EXECUTIVE SUMMARY

Professional Preparation Institution	Prescott College
Educator Preparation Program	Master's Elementary Education
Date submitted	12/8/2015
Type of Approval	Initial Program Approval
Program Pathway	Traditional and Alternative
Certificate	Elementary Education
Program Summary Date	5/25/2016

Initial
Score
Average

Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.00
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	1.93
	Organizational Structures and Systems Domain Total Score	1.99
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	3.83
	Content Knowledge Worksheet	2.25
	Content Knowledge Matrix	2.22
Data Literacy Component	Data Literacy Worksheet	1.63
	Data Literacy Matrix	1.62
Technology Integration Component	Technology Integration Worksheet	1.83
	Technology Integration Matrix	1.60
Instructional Impact Domain Total Score		
2.14		
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
	Field Experience Worksheet	2.00
Field Experience Component	Field Experience Matrix	1.67
	Capstone Readiness Worksheet	1.83
Capstone Readiness Assessment Plan Component	Capstone Experience Worksheet	1.87
	Capstone Remediation Plan	2.00
Clinical Practice & Partnerships Domain Total Score		
1.89		
Total Score		2.01

Initial
Score
Average

Instructional Impact Domain			
Relevant Standards Matrix	InTASC Standard 1	4.00	
	InTASC Standard 2	4.00	
	InTASC Standard 3	4.00	
	InTASC Standard 6	3.33	
	InTASC Standard 7	4.00	
	InTASC Standard 8	4.00	
	InTASC Standard 9	4.00	
	InTASC Standard 10	3.33	
	Content Knowledge Matrix	InTASC Standard 4	4.00
		InTASC Standard 5	4.00
Data Literacy Matrix	Continuously Component	1.67	
	Effectively Component	1.00	
	Ethically Component	2.00	
	Access Component	2.00	
	Interpret Component	2.00	
	Act Component	1.67	
Field Experience Matrix	Communicate Component	1.00	
	Clinical Practice & Partnerships Domain		
	Learner and Learning: InTASC Standards 1, 2, 3,	1.67	
	Content: InTASC Standards 4,5	1.67	
	Instructional Practice: InTASC Standards 6,7,8	1.67	
Professional Responsibility: InTASC Standards 9,10	1.67		

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a "meets".
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Orian Lee Scott,
Case No. C-2016-164, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Orian Lee Scott held a Standard Secondary Education, 6-12 certificate, which expired on August 13, 2004. Mr. Scott's teaching credentials were revoked in Texas on or about December 29, 2004.

On May 29, 2016, the Texas Education Agency entered Mr. Scott's revocation into the National Association of State Directories of Teacher Education and Certification ("NASDTEC") database. The Arizona Department of Education Investigative Unit became aware of the revocation at that time.

On or about December 28, 2004, in Lamar County 6th District Court of Lamar, Texas, Orian Lee Scott was found guilty by an impaneled jury of six counts of sexual performance of a child and three counts of possession of child pornography. On or about December 29, 2004, Mr. Scott was sentenced to 120 years in the Texas Department of Corrections penal system. He will be placed on lifetime probation upon release and required to register as a sex offender.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all certificates held by Orian Lee Scott, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Melissa N. Borden,
Case No. C-2013-144

Action/Discussion Item

Information Item

Background and Discussion

Melissa N. Borden holds a Guidance Counselor, Pre K-12 Certificate, which expires on May 5, 2017 and a Standard Elementary Education, K-8 Certificate, which expires on February 12, 2018.

Ms. Borden was employed by Balsz Elementary District ("District") at the Balsz Elementary School from May 9, 2012 through October 31, 2013. On or about September 10, 2013, the Investigative Unit received a report from the District on allegations of inappropriate conduct occurring with two male students on or about March 2013. Ms. Borden exchanged text messages and admitted the two students were extorting money from her because she had feelings for one of the students in her class. No charges were filed. Allegations were also received that Ms. Borden provided false statements/information on an application for employment with the District, dated July 1, 2011.

Ms. Borden was placed on administrative leave on or about August 21, 2013 and subsequently resigned, effective October 31, 2013.

During the investigation, Ms. Borden was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Borden chose to voluntarily surrender her certificate. On or about June 8, 2016, the Investigative Unit received Ms. Borden's affidavit in which she surrendered her certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Melissa N. Borden, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Margaret A. Clark,
Case No. C-2013-186.

Action/Discussion Item

Information Item

Background and Discussion

Margaret A. Clark holds a Standard Special Education L.D. K-12 Certificate which expired July 22, 2014, a Substitute Certificate which expired July 22, 2014, a Provisional Special Education L.D. K-12 Certificate which expired October 26, 2008, and a Reciprocal Provisional Learning Disability Certificate which expired October 26, 2006.

On or about April 12, 2013 Margaret A. Clark reported to Michael Anderson Elementary School under the influence of alcohol. Margaret A. Clark refused to submit to a sobriety test but submitted to a written statement confirming she was under the influence of alcohol on school premises.

During the Investigation, Margaret A. Clark was informed that a complaint would be filed against her Arizona teaching certifications. Subsequently, Margaret A. Clark chose to voluntarily surrender her certificate. On July 11, 2016, the Investigative Unit received Margaret A. Clark's notarized affidavit in which she surrendered her certificate(s).

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Margaret A. Clark, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Chief Investigator
Arizona Department of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Connor Ray Cleland,
Case No. C-2016-266

Action/Discussion Item

Information Item

Background and Discussion

Connor Ray Cleland holds a Provisional Secondary Education, 6-12 certificate which expires on December 30, 2017 and a Provisional Career and Technical certificate which expires on April 28, 2018.

Mr. Cleland was employed by Basis Schools Incorporated from on or about July 27, 2015 through his termination date of June 1, 2016. On or about June 9, 2016, the Investigative Unit received an Arizona Department of Public Safety Fingerprint Clearance Card Notice of Suspension due to an arrest on or about May 26, 2016, for Felony Prostitution with a Minor in Chandler, Arizona. The case is pending.

During the investigation, Mr. Cleland was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. Cleland chose to voluntarily surrender his certificate. On or about July 18, 2016, the Investigative Unit received Mr. Cleland's affidavit in which he surrendered his certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of any and all certificates held by Connor Ray Cleland, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for John H. McEvers,
Case No. C-2014-035

Action/Discussion Item

Information Item

Background and Discussion

John H. McEvers held a Standard Elementary Education, Pre K-8 Certificate, which expired on October 16, 2012.

Mr. McEvers was employed by Tucson Unified School District ("District") at the Maldonado Elementary School from on or about August 10, 2011 through February 14, 2012. On or about June 4, 2012, the Investigative Unit received a report from the District on allegations that Mr. McEvers "manhandled", "grabbed", "yanked" and "hurt" students who were misbehaving. He admitted to the conduct in an email to the principal. Mr. McEvers was placed on administrative leave on or about January 2012. He subsequently resigned, in lieu of a Statement of Charges effective February 14, 2012.

During the investigation, Mr. McEvers was informed that a complaint would be filed against his teaching certification. Subsequently, Mr. McEvers chose to voluntarily surrender his certificate. On May 20, 2016, the Investigative Unit received Mr. McEvers affidavit in which he surrendered his certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by John H. McEvers, and that all states and territories be so notified.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Rohini Rao,
Case No. C-2016-288.

Action/Discussion Item

Information Item

Background and Discussion

Rohini Rao holds a School Psychologist, PreK-12 certificate which expired August 9, 2016.

Rohini Rao was employed as a school psychologist with Roosevelt Elementary School District during the 2014-2015 school year.

July 1, 2015, RESD school psychologist supervisor, William Conrad conducted a review of Ms. Rao's records and found many records from two of the schools had identical cognitive scores with missing protocols, inconsistencies in scores and many clerical errors.

July 7, 2015, Mr. Conrad contacted Ms. Rao about his findings during the review. Ms. Rao resigned from her position later that same day. Ms. Rao cited personal and family reasons for her resignation.

On July 10, 2015, Roosevelt Elementary School District ("RESD") reported Rohini Rao to the Investigative Unit for misconduct involving testing improprieties of special education students. Specifically, upon review of special education files they found irregularities of testing of students, failure to provide testing protocols and duplicate or similar test scores of special education students.

During the investigation, Rohini Rao was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Rao chose to voluntarily surrender his/her certificate. On July 18, 2016, the Investigative Unit received Rohini Rao's notarized affidavit in which she surrendered her certificate(s).

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Rohini Rao, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Chief Investigator
Arizona Department of Education*

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Christopher Suhler,
Case No. C-2013-185.

Action/Discussion Item

Information Item

Background and Discussion

Christopher Suhler holds a Standard Elementary Education K-8 certificate which expires June 30, 2017.

On April 20, 2013 Mr. Suhler physically assaulted his girlfriend in the presence of his six year old daughter. The Phoenix Police Department arrived at the scene and arrested Mr. Suhler.

On August 27, 2013 Mr. Suhler plead guilty to one count of Aggravated Assault. Mr. Suhler was convicted, and sentenced to six months in jail and placed on probation for three years beginning August 27, 2013.

A condition of Mr. Suhler's probation is not to consume or possess any substance containing alcohol. On May 6, 2016 charges were filed against Mr. Suhler in Phoenix Municipal Court, alleging that Mr. Suhler was driving under the influence of alcohol.

During the investigation, Mr. Suhler was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Suhler chose to voluntarily surrender his certificate. On June 10, 2016, the Investigative Unit received Mr. Shuler's affidavit in which he surrendered his certificate(s).

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Christopher Suhler, and that all states and territories be so notified.

Contact Information:

*Garnett Winders, Chief Investigator
Arizona Department of Education*

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Margaret Sanders, Case No. C-2015-183

Action/Discussion Item

Information Item

Background and Discussion

Margaret Sanders held a Standard Elementary Education K-8 certificate, which expired September 15, 2015.

Ms. Sanders was a teacher at Lynn/Urquides Elementary School (“Lynn/Urquides”) in the Tucson Unified School District (“TUSD”) located in Tucson, Arizona during the 2014-2015 school year.

On January 7, 2015, Lynn/Urquides staff persons reported to Lynn/Urquides Principal Samuel Luna that Ms. Sanders smelled strongly of alcohol while on campus. As a result of these reports, at approximately 3:25 p.m. Principal Luna called Respondent and School Safety Supervisor David Hansen to the office to investigate the allegations.

At the office, Mr. Hansen also smelled the odor of alcohol from Ms. Sanders. When confronted with the allegation that she smelled of alcohol, Ms. Sanders responded: “I had a real rough holiday and I slipped up again.” She then agreed to be transported to a medical facility for alcohol testing.

Mr. Hansen transported Ms. Sanders to the medical facility, and at the medical facility an alcohol technician performed a breathalyzer test to determine Ms. Sanders’ blood alcohol content (“BAC”). The test results showed that her BAC was 0.097 at 4:17 p.m. and 0.085 at 4:33 p.m.

Ms. Sanders subsequently resigned from TUSD effective January 15, 2015.

On May 3, 2016, Ms. Sanders submitted an application to renew her Standard Elementary Education

During the investigation, Margaret Sanders voluntarily entered into negotiations with the Investigative Unit regarding a settlement agreement. Ms. Sanders agreed to the terms of the proposed settlement agreement.

Contact Information:

*Garnett Winders, Chief Investigator
Arizona Department of Education*

EXECUTIVE SUMMARY

The Negotiated Settlement Agreement consists of a two year suspension of any and all certificates, with the following conditions:

- Respondent shall participate in counseling, therapy, or a treatment program which addresses substance abuse issues. Any such counseling, therapy, or treatment program must first be approved by the Board's staff.
- Respondent shall furnish a letter of proof of successful completion to the Board certifying the Respondent has successfully completed sufficient counseling, therapy, or treatment addressing the issues that led to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.
- All conditions are at the Respondent's own expense.

Recommendation to the Board

It's recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Margaret Sanders, for Two years from today's date, with the above listed conditions, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with the U.S Department of Education for the State Personnel Development Grant 84.323A

Action/Discussion Item

Information Item

Background and Discussion

With 237 school districts and 526 charter schools, Arizona serves 1,232,246 students with 11.8% identified as students with disabilities. An analysis performed by the Arizona Department of Education (ADE), Exceptional Student Services (ESS), indicated that 66% of students with disabilities in grades 4-8 were not meeting the Arizona state standards as demonstrated on the Arizona Instrument to Measure Standards (AIMS) test. Of those students, 41% were identified as students with specific learning disabilities.

Continuing the data analysis, ESS and stakeholder groups examined current state priorities, initiatives, and needs. All groups were in agreement that reading performance for students in grades 4-8 was the most pressing issue and would have the most impact on the outcomes of all students in Arizona, including those with disabilities. Looking at AIMS reading performance over time, data collections dating back to 2009 demonstrated a continuous and significant gap in reading achievement for students with disabilities and their nondisabled peers. Further findings indicated that only 26.3% of students with specific learning disabilities (SLD) that took the state assessment in 2014 were proficient in reading. Students with SLD in Focus/Pre-Intervention schools scored even lower at 17.7%.

ADE further recognized that low-performing districts and schools may be receiving overlapping and duplicating technical assistance, therefore the SPDG offers a plan for internal collaboration with ESS, School Support and Innovation, and K-12 Academic Standards to provide state level professional development for reading beyond third grade. As ADE has no planned professional development for adolescent literacy, this is a critical need. Through the SPDG, ESS will lead the way for creating a comprehensive, online professional development program to increase reading achievement for students with a specific learning disability in grades 4-8 through systems change that will benefit all students.

To pilot the SPDG plan, three districts each with a Focus school identified by Support and Innovation as demonstrating a significant gap in reading achievement between students with specific learning disabilities in reading and their nondisabled peers in grades 4-8 will be chosen. The modules span a three year period. After Year 1, the districts can begin scaling up to train the rest of their schools. Each district will have onsite personnel trained to deliver the modules and two coaches to support implementation and literacy. These districts and schools will become models for other districts and schools who use the online professional development modules.

Contact Information:

Robin Kauakahi, Associate Superintendent of Highly Effective Schools

EXECUTIVE SUMMARY

Additionally, selected Arizona State University faculty will pilot the program with graduate students in education and educational leadership programs.

The modules will promote systems change leading to increased reading achievement for students with specific learning disabilities. The evidence-based professional development system covers demystifying disabilities, shared leadership with data-driven decision making, implementation science, systemic change, collaboration between special and general education, effective instruction with inclusionary practices, and adolescent literacy instructional and intervention strategies across the curriculum to support struggling readers. After the pilot period, the program of online professional development modules will be available to all Arizona districts and schools. The availability of the online module program will revolutionize ADE's ability to reach all districts and schools across Arizona, especially in this time of teacher and substitute shortages.

A trained ADE Cadre will be available to assist districts and schools in presenting the professional development and/or providing technical assistance throughout the implementation process. This Cadre will include Education Program Specialists from ESS, SSI, K-12 Academic Standards, and two representatives from Raising Special Kids, Arizona's Parent Training and Information Center. The parent representatives will provide guidance for including a comprehensive parent component in each SPDG module and additional training each year to districts and schools. With the addition of related parent components, the SPDG will pioneer professional development that is inclusive of everyone involved in the education of students with specific learning disabilities in grades 4-8.

The SPDG plan will allow ESS to transform professional development to include thorough guided external and internal technical assistance, coaching, and support for implementing and sustaining changes to increase achievement for students with disabilities.

If appropriate, include a description of the federal/state law and/or rule impacted.

Due to state statutes, there has been a focus on K-3 professional development opportunities. Arizona Revised Statute (ARS) §15-704, also called Move on When Reading, requires school districts and charters to provide effective reading instruction, with initial screening; on-going diagnostic and classroom based reading assessments, and a system to monitor student progress. ARS §15-211 requires all school districts and charters with a K-3 program to submit a comprehensive plan for reading instruction and intervention across grade kindergarten through grade three. ARS §15-701 states that if data on the third grade statewide reading assessment is available and demonstrates that a student scored "falls far below" the student shall not be promoted from the third grade. Also focusing on the Move on When Reading Initiative, through the recently awarded Preschool Development Grant, ADE's Early Childhood Unit will increase Pre-K-3 professional development opportunities in reading by developing online modules.

EXECUTIVE SUMMARY

With the abundance of K-3 professional development opportunities, there is a statewide need to create adolescent literacy professional development opportunities. The SPDG funding will assist ESS in expanding professional development through systems change that supports increased reading achievement for students with specific learning disabilities in grades 4-8. The SPDG will provide a collaborative framework to create systems change leading to sustainable, positive outcomes for students in grades 4-8.

Recommendation to the Board

In order to offer the SPDG plan for increasing the reading achievement for students with specific disabilities and their nondisabled peers in grades 4-8 in three pilot districts and schools leading to availability for all districts and schools in Arizona, it is recommended that the Board approve the State Personnel Development Grant as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with the U.S Department of Education for the State Personnel Development Grant 84.323A
--

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

SPDG Abstract

The State Personnel Development Grant (SPDG) proposes to close the identified gap in reading achievement for students with specific learning disabilities and their nondisabled peers in grades 4-8. The plan establishes sustainable systems change at the state and local levels to support this effort by:

1. Creating a comprehensive online professional development program with statewide availability and state-level support.
2. Developing a sustainable state-level collaboration to provide professional development and technical assistance for districts with a need to increase reading achievement for students with specific learning disabilities in grades 4-8.

Following Implementation Science, the proposed comprehensive professional development program first focuses on systems change supported and led by the district. The modules follow a progression with each module building on the previous module. The first phase of modules will cover demystifying disabilities, changing infrastructures, leadership that fosters special and general education collaboration, effective inclusionary practices, differentiated instruction, assessment, and data-driven decisions.

Those modules will build a sustainable foundation for the second phase of modules that will center on reading and include changing infrastructures to support adolescent literacy, integrating effective instructional principles across the content areas, and embedding teaching and learning strategies for the five components of adolescent literacy for grades 4-8. Each module will include facilitation guides, resources, materials, parent components, and video examples and testimonials from successful Arizona districts and schools.

The proposal supports three pilot district teams and pilot schools to complete the professional development, implement systems changes, improve instruction, build capacity with implementation and literacy coaches, and create sustainability plans to replicate the project with their remaining district schools.

Exceptional Student Services and School Support and Innovation Units will establish a

Contact Information:

Robin Kauakahi, Associate Superintendent of Highly Effective Schools

EXECUTIVE SUMMARY

collaborative partnership to serve schools identified as needing the same assistance. Throughout the SPDG, a number of personnel from both units will receive specific training and form a cadre to support the proposed plan's pilot districts and schools. At the end of five years, this cadre will continue to be the support for future use of the professional development program with districts and schools throughout Arizona.

This proposed project will become the roadmap that will lead Arizona districts and schools in building sustainable systems to support general and special education collaboration with increased parental involvement that generates increased reading achievement for students with specific learning disabilities in grades 4-8.

Name of Contracting Party(ies)

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

Exceptional Student Services

Contract Amount: \$5,715,227.95. The Office of Special Education Programs (OSEP) approved this amount for SPDG funding. It covers contractual funding for the following:

1. WestEd to create and present the modules to the ADE Cadre and the pilot districts and schools.
2. External evaluator to create evaluation plan and analyze data.
3. SPDG website assistance to house reports and information for districts and schools.
4. Raising Special Kids to provide technical assistance with parent components of modules.
5. Advisors from ASU and the Arizona Charter Schools Association to support leadership, inclusionary practices, and adolescent literacy pieces.
6. District and school costs for trainings and in-house Implementation and Literacy Coaches.

Source of Funds: Discretionary

Responsible Unit at the Department of Education: Exceptional Student Services

Dates of Contract: 10/1/15 – 9/30/20

Previous Contract History: ADE/ESS had a State Personnel Development Grant (SPDG) through 2007-2013 with different goals.

Number Affected (Students, Teachers, Public, as appropriate): Initially, 3 districts, 3 Focus schools, all students, staff, and parents for grades 4-8. Scaling up will include remaining schools in each district and availability of online modules for use throughout

EXECUTIVE SUMMARY

Arizona.

Method of Determining Contract Amount(s): Budget proposal was included in grant application. (See attached.)

Evaluation Plan

The evaluation will provide objective measures of the extent to which the project achieves its ultimate vision: Students with specific learning disabilities will experience improved reading achievement through the implementation of research-based practices and systems change at the district level. More specifically, the evaluation will determine (1) the extent to which project outputs have been met and (2) the extent to which the project outcomes related to students, SPDG Partners, parents, and district personnel have been achieved.

The evaluation effort will primarily serve to evaluate current activities and products and inform in a timely and ongoing basis any needed revisions in activities and products. Both qualitative and quantitative data and formative and summative data will be collected and regularly reported to key personnel. Attitudinal, knowledge-based, and behavioral data will be collected. Evaluation methods will include written questionnaires, focus groups, interviews, observational tools, fidelity of implementation checklists, and tracking systems for professional development (PD), technical assistance, and participants.

Data on students' achievement will also be collected and analyzed. Baseline data from DIBELS or an equivalent measurement will be collected in fall, winter, and spring of each SPDG year. SPDG Coaches will work directly with teachers to analyze areas of need and create plans for improvement. Results from an Arizona state test in reading will be measured and compared each year.

Formative data will be collected on an ongoing basis to determine the quality of the activity, aspects that worked well, and areas for improvement. Summary evaluations will be collected annually and will be used to determine intermediate and long-term impact on teachers, students, districts, parents, and others.

The evaluation plan specifies the collection of useful and valid data. Much of the short-term and intermediate outcome data will be collected on an ongoing basis which will allow for regular feedback on the progress of the Arizona SPDG. The logic model clearly shows the causal linkages between the (1) project goals, (2) the activities and outputs, (3) the trainers, SPDG partners, targeted individuals and participants, (4) the short-term, intermediate, and long-term outcomes, and (5) the evaluation plan. This model will guide the assessment of progress of the SPDG goals. (See attached.)

Recommendation to the Board

EXECUTIVE SUMMARY

It is recommended that the Board approve the State Personnel Development Grant as described in these materials.

EXECUTIVE SUMMARY

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Equipment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Supplies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Contractual	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Construction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Other	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Direct Costs (lines 1-8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Indirect Costs*	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Training Stipends	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. Total Costs (lines 9-11)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

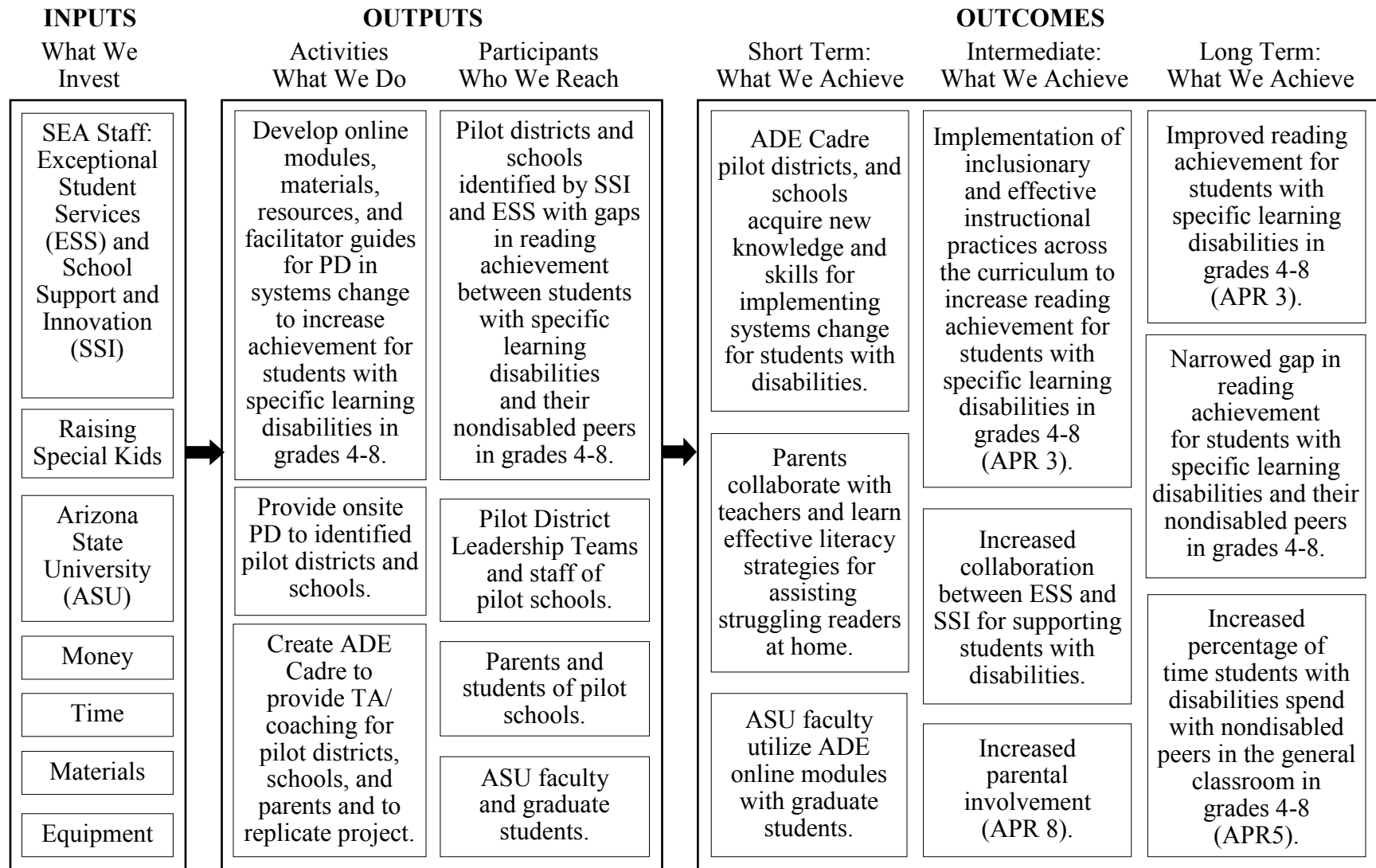
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

LOGIC MODEL

Situation: There is a significant gap in reading achievement between students with disabilities and their peers in grades 4-8.

Proposed Situation: Create systems change within districts and schools that will lead to improved instructional practices and increased reading achievement for students with disabilities.



EXECUTIVE SUMMARY

Issue: Presentation of the Draft Arizona English Language Arts and Mathematics Standards for public consideration and input.

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §§15-701 and 15-701.01 specifically authorize and mandate that the Arizona Board of Education adopt academic standards and minimum competency requirements for grades K-12. Arizona retains authority to approve and modify academic standards; there is no federal law requiring the adoption of specific standards. At the March 2015 meeting of the State Board of Education, Governor Doug Ducey called upon the Board to make any necessary changes to the Arizona Mathematics Standards and English Language Arts Standards to ensure that the standards are vetted, approved, controlled by Arizona, and best for Arizona's students. In response, the Board implemented a process for conducting a specific review of the Arizona Mathematics and English Language Arts Standards¹. The process began in the fall of 2015 through collection of public comment on the Arizona 2010 Mathematics and English Language Arts Standards.

Review and revision of the standards is carried out by the Arizona Department of Education (ADE), specifically the K-12 Academic Standards Section/High Academic Standards for Students Division, using the standards development process that was formally adopted by the Board in May 2014². Formal revision efforts were begun in January of 2016 after all public comment had been considered and categorized. From January through August, ADE convened experts from the field to refine and articulate the Arizona 2010 Mathematics and English Language Arts Standards and create Introduction and Glossary sections.

The Arizona Mathematics and English Language Arts Standards define what Arizona students need to know, understand, and be able to do at each grade level or course from kindergarten through high school. These draft standards are focused in coherent progressions across grades K-12, aligned with college and workforce expectations, inclusive of rigorous applications of knowledge, and are research- and evidence-based. The draft standards do not define curriculum, dictate instructional practices, or address the needs of students who are far below or far above grade level. These three components are the responsibility of the district/LEA and classroom teachers. The draft Arizona Mathematics and English Language Arts Standards have refinements and revisions in response to public comments received in the fall of 2015 and are based on the expertise of Arizona expert educators. The draft standards address the following changes to the 2010 standards:

¹ Arizona State Board of Education Meeting (April 27, 2015). Agenda Item 4B.

² Arizona State Board of Education Meeting (May 19, 2014). Agenda Item 5A.

Contact Information:

Diane M. Douglas, Superintendent of Public Instruction

EXECUTIVE SUMMARY

English Language Arts

- Revised the introduction including the removal of suggested and/or required percentage for the reading of literary and informational texts.
- Created a glossary.
- Augmented foundational reading standards to provide a clearer progression in phonics and early literacy in grades K-5.
- Created new K-3 foundational writing standards that provide a clear progression of the handwriting and spelling needed to learn to write, including the reading and writing of cursive.
- Deleted examples that may be interpreted as curriculum.

Mathematics

- Created an introduction and glossary.
- Defined mathematical fluency to encompass all grade levels, K-Algebra 2, and clarified fluency standards at each grade level.
- Added time and money standards to grades 1-4.
- Strengthened mathematical progressions in statistics, probability, inequalities, and fractions. Developed narratives to define mathematical practices.
- Delineated distinct limits between Algebra 1 and Algebra 2 standards removing the “dual” Algebra 1 and 2 standards to create two distinct content courses.
- Defined high school Plus Standards as the standards outside the limits of a high school Algebra 1, Algebra 2 or Geometry minimum course of study. The Plus Standards may be included in honors, accelerated, advanced courses, and fourth credit courses, as well as become extensions of the regular courses.
- Moved the Algebra 2 statistics cluster – Making Inferences and Justifying Conclusions –to the Plus Standards as this cluster is above the scope of a high school Algebra 2 course.
- Deleted all examples unless the example provided limits or clarified the standard.

ADE has convened hundreds of educators and experts from across Arizona to complete the standards development process. At this time, initial drafts have been created through a committee process for the Mathematics and English Language Arts Standards. The drafts have been prepared for presentation to the State Board of Education and the general public as part of the formal public review process. During this review, initial drafts will be shared in their entirety for public review and feedback. At the conclusion of the formal public review process, feedback will be collected, tabulated, and sorted in order to make necessary adjustments and changes in preparation for presentation of the final version of the standards to the State Board.

Recommendation to the Board

It is recommended that the Board accept the Draft Arizona English Language Arts and Mathematics Standards for public consideration and input.

EXECUTIVE SUMMARY

Issue:	Presentation and discussion on stakeholder meetings regarding A-F accountability
---------------	--

Action/Discussion Item

Information Item

Background and Discussion

Based on SB1430, the Board will be adopting a new accountability system for the 2016-2017 school year. The new A-F accountability system will include multiple measures of academic performance, as well as college and career readiness indicators. As part of the planning for the new accountability system, ADE posted an RFI to garner proposed plans. In addition, Board staff hosted stakeholder meetings with the individuals listed below to gather input regarding an accountability plan:

Organization represented	Attending representative
A for Arizona	Emily Anne Gullickson
AZ Chamber of Commerce and Industry	Becky Hill
AZ Charter Board	Whitney Chapa
AZ Charter Schools Association	Dr. Ildi-Laczko Kerr
AEA	Stacey Morley
ASA	Mark Joraanstad
ASBA	Dr. Tim Ogle, Chris Kotterman
Center for the Future of Arizona	Breanne Bushu
Expect More Arizona	Pearl Esau Chang, Erin Hart
GPEMC	Dianne Smith
Helios Foundation	Janice Palmer
Mesa Public Schools	Joe O'Reilly
Stand for Children	Rebecca Gau

From these stakeholder discussions, general consensus and support exists regarding the following list of multiple measures of academic performance, as well as college and career readiness indicators:

- Assessment scores – Growth and proficiency
- College Readiness indicators – high school: ACT, SAT, AP, IB, Dual Enrollment; elementary school: 3rd grading reading, 8th grade math/advanced coursework, science
- Career Readiness indicators – high quality CTE assessments, industry certifications, program completers
- High school graduation
- English language proficiency

Recommendation to the Board

This item is presented to the Board for information only, and no action is requested.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Arizona Department of Education presentation on our progress on developing our State Plan, outreach efforts and projected timeline

Action/Discussion Item

Information Item

Background and Discussion

The Every Student Succeeds Act (ESSA) was passed into federal law in December of 2015 to reauthorize the Elementary and Secondary Education Act (ESEA), replacing the previous version of the law, No Child Left Behind (NCLB). ESSA is marketed as affording states greater flexibility and the new law encourages states and schools to innovate, while maintaining a focus on accountability, state and local systems of improvement and a more balanced assessment system.

Under ESSA, ADE is responsible for creating a State Plan that reflects a statewide shared vision for Arizona's students and schools. The State Plan will include Arizona's vision for our unique state and will include topics such as accountability, funding, school improvement and grant-making systems.

ADE has started to develop the framework of our State Plan around ESSA regulations, but critical portions of the plan depend on the input of stakeholders and constituents of Arizona to ensure that the plan is made for Arizonans by Arizonans. All states are required to not only take a full range of public input, but also show how it is being included in the drafting of our plan.

The Communications Team has drafted an ESSA communication plan to ensure that the voices of all Arizonans from all corners of the state are heard, ranging from the Governor's Office and the Legislature to major stakeholder groups to parents, teachers, school administrators and the general public. ADE is also educating the public on what ESSA means for our State and how it relates to the Superintendent's **AZ Kids Can't Wait!** Plan. Below is our projected timeline for completion.

May – October 2016:

Stakeholder Meetings & Public Feedback

July – September 2016:

Draft State Plan

October – November 2016:

Post State Draft Plan for Public Comment

December 2016 – January 2017:

Incorporate Comments & Finalize Plan

- Send Plan to Governor and State Board of Education
- Submit Plan to US Dept. of Education

Recommendation to the Board

"This item is presented to the Board for information only, and no action is requested.

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding menu of assessments survey and results
--

Action/Discussion Item

Information Item

Background and Discussion

Based on HB 2544, the Board is required to adopt a menu of assessments that may be used by eligible LEAs for assessing high school students in lieu of the statewide assessment in the 2017-2018 school year. A similar provision applies for assessing students in grades 3-8 beginning in the 2018-2019 school year.

Prior to Board approval for placement on the menu of assessments, providers of these assessments must submit evidence to the Board that the assessment is: high quality; meets or exceeds Board adopted academic standards; subject to equating for accountability; and evaluated by a third party approved by the Board.

As part of developing the menu of assessments, SBE staff in cooperation with ADE, administered a survey to LEAs and charters regarding the menu of assessments. The purpose of this survey was to glean interest from the field in the menu, gather recommendations regarding assessments for the menu, and explore options regarding assessments practices. The results of the survey are attached to this item.

Recommendation to the Board

This item is presented to the Board for information only, and no action is requested.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

Menu of Assessment Survey

	Total # of LEAs	# of Districts	# of Charters
Total Survey Responses	119	34	85
Interested in Menu	98	27	71
Not Interested in Menu	21	7	14

Approximate total number of students per grade level for the LEAs interested in Menu

- High School = 20,000
- Grades 3-8 = 24,000

High School Menu

Tests LEAs would like on Menu	# of LEAs requesting test	# of LEAs requesting test who currently administer this test
SAT	52	26
ACT	36	17
NWEA	15	11
PISA	11	1
CLEP	10	1
ASVAB	7	2
Cambridge	2	1
Accuplacer	5	0
STAR	2	1
Stanford 10	2	0

Grades 3-8 Menu

Tests LEAs would like on Menu	# of LEAs requesting test	# of LEAs requesting test who currently administer this test
NWEA	31	23
Galileo	28	21
Stanford 10	25	2
Iowa	25	0
Terra Nova	21	0
DIBELS	3	3
STAR	3	2

AzMERIT High School Testing Model

# of LEAs responding	Prefer Summative Grade 11	Prefer End-of-Course
72	47 (65%)	25 (35%)

AMENDED EXECUTIVE SUMMARY

Issue: Presentation, discussion, and possible action to initiate rulemaking procedures for proposed amendments to rules R7-2-603 regarding Professional Administrative Standards

Action/Discussion Item

Information Item

Background and Discussion

The Council of Chief State School Officers (CCSO) published the first standards for educational leaders in 1996, which were updated in 2008, known as the Interstate School Leaders Licensure Consortium (ISLLC) standards. Following rulemaking, the Board adopted the ISLLCs with some revisions, as the Professional Administrative Standards at its December, 2011 meeting. Since adoption by the Board, these standards have served as the foundation for the principal evaluation framework. In addition, the Board has required that administrative preparation programs align to Board-adopted Professional Administrative Standards.

In 2015, the ISSLCs were revised, and the Professional Standards for Educational Leaders (PSEL) were released. At the February 2016 Board meeting, ADE brought a request to Board to open rulemaking on the PSELs. The item was tabled following inquiries from Board members regarding Arizona's involvement in drafting the PSELs and requests for input from the field.

Dr. Robyn Conrad Hansen, past president of the National Association of Elementary School Principals, and former principal in the Gilbert School District, has submitted a white paper on the development of the PSELs, including involvement of Arizonans in the process. In addition, Board staff has received input from the field regarding administrative preparation programs, who are requesting that the Board open rulemaking on the PSEL standards. These items are attached to the executive summary following the proposed draft revisions to R7-2-603.

Recommendation to the Board

It is recommended that the Board open rule making on the proposed amendments to R7-2-603, Professional Administrative Standards.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

AMENDED EXECUTIVE SUMMARY

R7-2-603. Professional Administrative Standards

A. The standards presented in this Section shall be the basis for approved administrative preparation programs, described in R7-2-604. The Arizona Administrator Proficiency Assessment shall assess proficiency in the standards as a requirement for certification of supervisors, principals, and superintendents, as set forth in R7-2-616.

B. Standard 1: ~~Supervisors, principals and superintendents promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.~~ Supervisors, principals and superintendents: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:

1. ~~Collaboratively develop and implement a shared vision and mission.~~ Develop an educational mission for the school to promote the academic success and well-being of each student.

2. ~~Collect and use data to identify goals, assesses organizational effectiveness, and promote organizational learning. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.~~

3. ~~Create and implement plans to achieve goals. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.~~

4. ~~Promote continuous and sustainable improvement. Strategically develop, implement, and evaluate actions to achieve the vision for the school.~~

5. ~~Monitor and evaluate progress and revises plans. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

C. Standard 2: ~~Supervisors, principals and superintendents promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Supervisors, principals and superintendents: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:~~

1. ~~Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Act ethically and professionally in personal conduct, relationships~~

AMENDED EXECUTIVE SUMMARY

with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

~~2. Create a comprehensive, rigorous, and coherent curricular program. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

~~3. Create a personalized and motivating learning environment for students. Place children at the center of education and accept responsibility for each student's academic success and well-being.~~

~~4. Supervise instruction. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.~~

~~5. Develop assessment and accountability systems to monitor student progress. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~

~~6. Develop the instructional and leadership capacity of staff. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.~~

~~7. Maximize time spent on quality instruction.~~

~~8. Promote the use of the most effective and appropriate technologies to support teaching and learning.~~

~~9. Monitor and evaluate the impact of the instructional program.~~

~~D. Standard 3: Supervisors, principals and superintendents promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Supervisors, principals and superintendents: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:~~

~~1. Monitor and evaluate the management and operational systems. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.~~

~~2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.~~

~~3. Promote and protect the welfare and safety of students and staff. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~

~~4. Develop the capacity for distributed leadership. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.~~

AMENDED EXECUTIVE SUMMARY

5. Ensure teacher and organizational time is focused to support quality instruction and student learning. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

8. Address matters of equity and cultural responsiveness in all aspects of leadership.

~~E. Standard 4: Supervisors, principals and superintendents promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

Supervisors, principals and superintendents: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective leaders:

1. Collect and analyze data and information pertinent to the educational environment. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

3. Build and sustain positive relationships with families and caregivers. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

4. Build and sustain productive relationships with community partners. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

~~F. Standard 5: Supervisors, principals and superintendents promote the success of every student by acting with integrity, fairness, and in an ethical manner. Supervisors,~~

AMENDED EXECUTIVE SUMMARY

~~principals and superintendents: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:~~

~~1. Ensure a system of accountability for every student's academic and social success. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.~~

~~2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~

~~3. Safeguard the values of democracy, equity, and diversity. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~

~~4. Consider and evaluate the potential moral and legal consequences of decision-making. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.~~

~~5. Ensure that individual student needs inform all aspects of schooling. Cultivate and reinforce student engagement in school and positive student conduct.~~

~~6. Infuse the school's learning environment with the cultures and languages of the school's community.~~

~~G. Standard 6: Supervisors, principals and superintendents promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Supervisors, principals and superintendents: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:~~

~~1. Stay informed on local, district, state, and national decisions affecting student learning. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.~~

~~2. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~

~~3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~

~~4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

AMENDED EXECUTIVE SUMMARY

5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

H. Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

I. Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

AMENDED EXECUTIVE SUMMARY

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

5. Create means for the school community to partner with families to support student learning in and out of school.

6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.

10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

J. Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

AMENDED EXECUTIVE SUMMARY

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

K. Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.

2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Professional Standards for Educational Leaders (PSEL) ~ How were they developed?

Purpose:

This white paper is intended to provide information on the development and adoption of the new Professional Standards for Educational Leaders, formally known as ISLLC. These updated standards were adopted by the National Policy Board for Educational Administration (NPBEA) in the fall of 2015.

About NPBEA

The National Policy Board for Educational Administration (NPBEA) is a national consortium of major organizations interested in the advancement of school and school-system leadership. Member organizations collaborate to represent the educational administration profession and improve the preparation and practice of educational leaders at all levels. Member organizations include:

- American Association of Colleges for Teacher Education (AACTE)
- School Superintendents Association (AASA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council of Chief State School Officers (CCSSO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Council of Professors of Educational Administration (NCPEA)
- University Council for Educational Administration (UCEA)

Note: None of these member-driven organizations are directed by the Federal Government.

Brief Background:

Leaders in higher education and principals from these member organizations, at all levels of the K-12 continuum, gathered to engage in a thoughtful and deliberative process to update these standards based on the reality of the contemporary principal's work. The committee's consensus is that the new standards are aspirational, reflect the complexity of school leadership, and filter the principal's work through a lens of student-centered practice. They recognize the importance of cultural responsiveness in the context of a role that addresses the needs of *each* student.

NPBEA voted to approve these standards at its fall meeting from the Council of Chief State School Officers (CCSSO), which owned the standards under their previous name, the Interstate School Leaders Licensure Consortium (ISLLC) standards. The two groups collaborated to update these standards, which NPBEA voted unanimously to adopt on November 2, 2015.

This modernized set of standards—the first update since 1998—sets a framework for excellence upon which leadership preparation programs can ensure that candidates are prepared to meet the complex demands of educational administration. Central to the new standards is a focus on student learning, upon which all the standards are based. The board reported the new

standards “... stress the importance of both academic rigor as well as the support and care required for students to excel,” and “The Standards reflect a positive approach to leaders that is optimistic, and emphasizes development and strengths, and focuses on human potential.”

Why New Standards Now?

- Build on a solid foundation
- Apply new knowledge and understanding to current research and practice
- Reflect changes in the responsibilities of educational leaders
- Transform current educational systems and its impact on society ~ opportunities and challenges of present and future
- Address a myriad of new challenges for today’s educational leader
- Provide rich and exciting opportunities for innovation and inspiration of staff for creative approaches to teaching and learning

What’s New About The 2015 Standards?

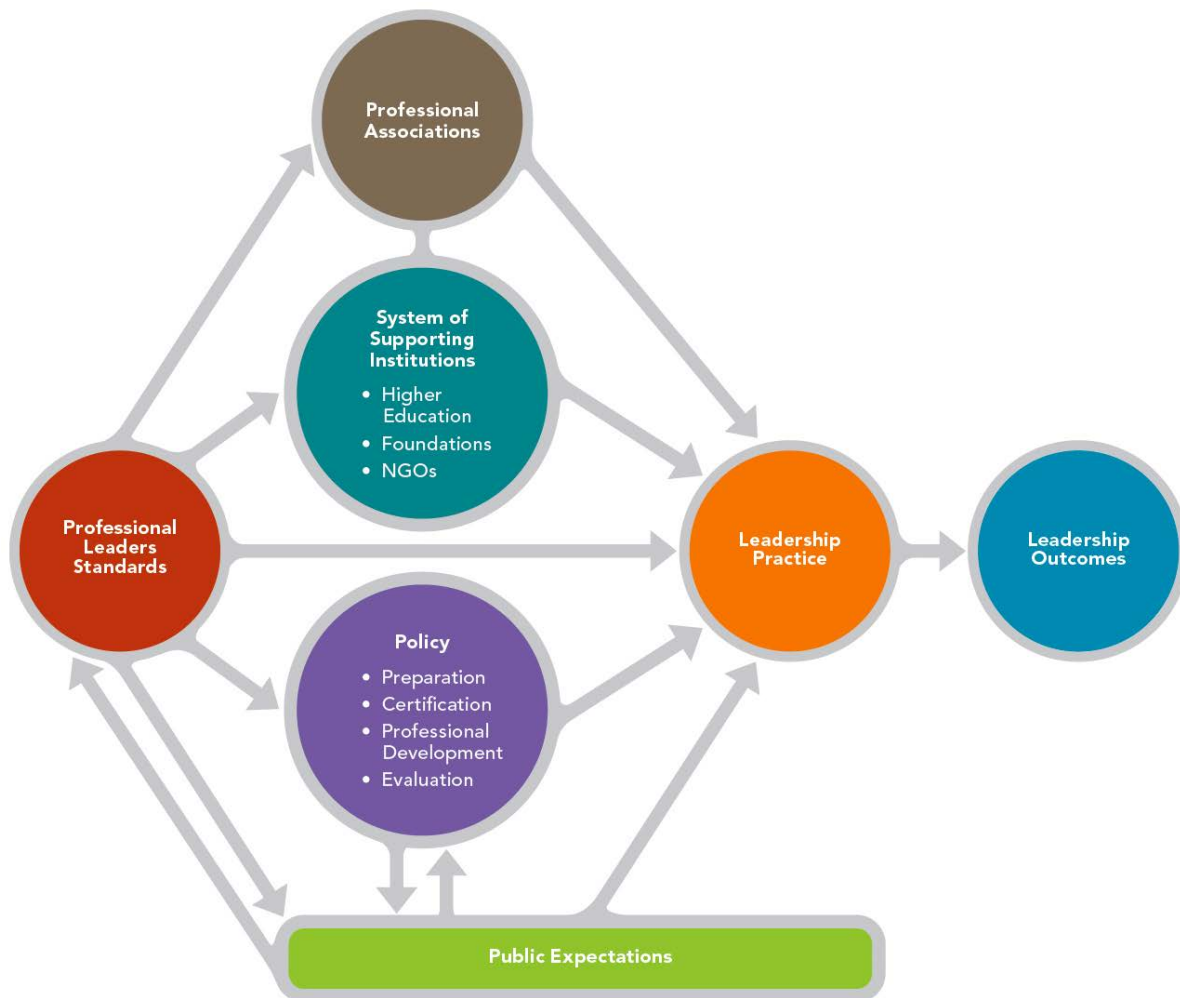
- Enhanced with stronger, clearer emphasis on *all* students & student learning
- Elevates all areas of educational leadership
- Promotes positive approach to leadership from a future oriented perspective
- Challenges the profession, associations, policy makers, higher education to move beyond established practices and strive for a better future
- Establishes a level of excellence in principal practice, relevant at all career stages
- Recognizes importance of human relationships
- Emphasizes academic rigor, while stressing support and care *every* student needs ~ focusing on human potential

How Can The 2015 Standards Be Used?

- Model professional standards to communicate expectations to practitioners, supporting higher education, state licensure with reciprocity with other states
- Universities are encouraged to use the standards to review curriculum and develop up-to-date, rigorous programs that prepare leaders to better serve the needs of *all* students and meet the comprehensive and contextual nature of the role of today’s Principal
- A compass to guide the direction of practice through work of policy makers, professional associations, and supporting groups
- The Standards are not prescriptive ~ they encourage those in educational leadership to develop and adapt their application to be most effective in contexts and circumstances
- Serve as the foundation for Principal Evaluation Systems that are supported by personalized, blended professional development
- Inform the public as to the role, dispositions, and skills needed by school leaders

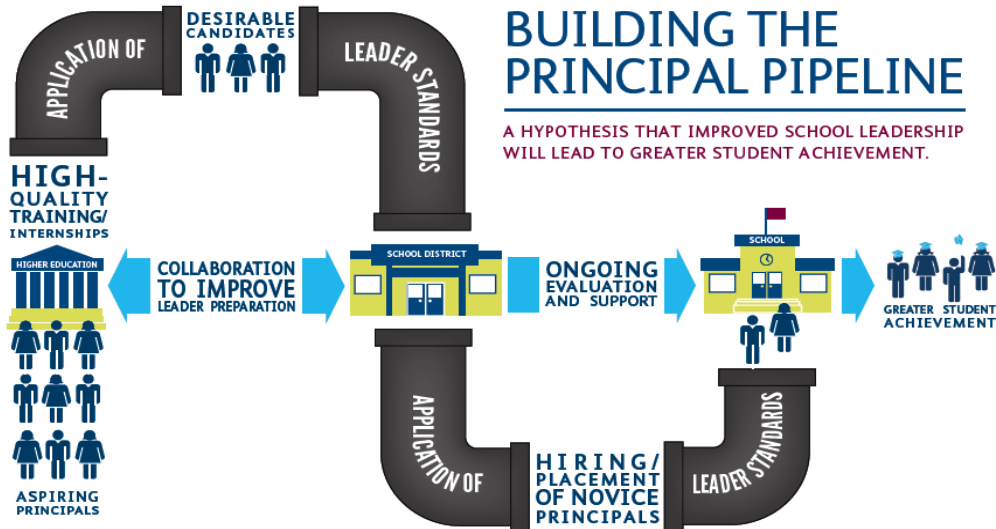
Standards Serve as a Guiding Force to States and Leadership Prep Programs

- Standards serve as a foundation for high-quality Professional Development offered continually throughout an educational leader’s career helping them to excel and stay in the profession
- Standards inform the work of central office and school boards
 - Central office should serve the needs of schools that are beneficial to students
- Standards serve as a foundation for licensure at the Start level



Serves as A Guide for Educational Practice

- Standards serve as an anchor document for:
 - Related curriculum development at the University level
 - NELP (ELCC)
 - Accreditation Review Process
 - Guide to the Council for the Accreditation of Educational Preparation (CAEP)
- Standards support states, universities, and districts as they work together to provide principal preparation programs, principal pipelines, and support through induction and mentoring



In 2010, The Wallace Foundation launched a six-year initiative to test whether strong, district-managed principal pipelines can produce large corps of principals who can improve teaching, learning and student achievement in schools. These are the components of the districts' pipelines.

The Wallace Foundation[®]



Arizona's "Voice at the Table" During Standards Development and Vetting Process

- Dr. Robyn Conrad Hansen served as the President of the National Association of Elementary School Principals (NAESP) and Board of Directors (2012 – 2017)
 - Principal on Special Assignment with Gilbert Public Schools (2015 – 2016)
 - Former Principal at Playa del Rey Elementary School ~ Gilbert (2001 - 2015)
 - Former Assistant Principal Highland Junior High School ~ Gilbert (1999 – 2001)
 - Former Assistant Principal Highland High School ~ Gilbert (1993 – 1999)
- Presented to and discussed at Arizona School Administrators meeting September 2015
- Shared with Administration of Gilbert Public School
- Presented to and discussed at Northern Arizona University *Supervision of Instruction* class Fall semester 2015
- Arizona Leaders who are members of National Associations were encouraged to review the proposed standards and make public comment

In Addition to PSEL, New Standards Were Created for Those Who Oversee Principals

These new eight standards released in December 2015 are the first-ever national guidelines to detail what knowledge and skills supervisors of principals should have and the skills they need to do to be successful in the job. These standards provide insight and structure to guide Supervisors in providing support and gaining understanding of the constructs of professional leadership and the complex role of today's principal.

In particular, the standards emphasize the supervisors' role in helping the principals they oversee improve as instructional leaders; in serving as a liaison between schools and the central office; and the supervisor's own responsibility to grow as a leader. Principal supervisors are charged with evaluating and coaching principals and advocating on their behalf to the central office. But traditionally, the job has focused more on compliance with rules and less on the ways the administrators can support the principals they lead. Districts, often times, have not made the principal supervisor's role a priority, but that has been changing in recent years amid a growing body of research on the impact that strong principals can have on students' learning. These standards assist in providing a new focus for supervisors in their role of leading principals ~ a leader of leaders.

Supporting School Leaders

These standards are voluntary, but they can help officials make decisions about how best to hire people in the supervisory position, recruit talent, and plan professional development for newcomers to the supervisory role.

Overview of the Standards

- **Standard 1:**
 - Supervisor should help principals become better instructional leaders
- **Standard 2:**
 - Supervisor should assist principals with coaching and professional development
- **Standard 3:**
 - Supervisor should show use of evidence to foster a positive learning environment
- **Standard 4:**
 - Supervisors should use the evaluation process to help principals improve
- **Standard 5 & 6:**
 - Supervisors should be a liaison between schools and central office to ensure; among other things, that schools have adequate resources to be culturally responsive to their students
- **Standard 7 & 8:**
 - Supervisors should have the ability to lead effective change

These new standards provide a modernized approach to licensure, principal and supervisor preparation programs, district recruitment, leadership pipeline, while providing on-going support to educational leaders as they lead schools and positively impact students and their families.

Respectfully submitted by:

Dr. Robyn Hansen

Dr. Robyn Conrad Hansen
Former Principal with Gilbert Public School, Gilbert, Arizona
Past President NAESP
Robyn.Hansen@jrhie.com
Mobile: 602-999-3486

August 3, 2016

Dr. Karol Schmidt, Executive Director
Arizona State Board of Education
1700 W. Washington St
Phoenix, AZ 85007

Dear Dr. Schmidt,

The Mary Lou Fulton Teachers College requests that the Arizona State Board of Education opens rulemaking to consider adoption of the Professional Standards for Educational Leaders (PSEL) under Arizona Administrative Code, R7-2-603, Professional Administrative Standards.

Sincerely,



Carole G. Basile
Dean
Mary Lou Fulton Teachers College

Educational Policy Studies & Practice
College of Education

1430 E. Second Street
P.O. Box 210069
Tucson, AZ 85721-0069
Tel: (520) 626-7313
Fax: (520) 621-1875
www.coe.arizona.edu/eps



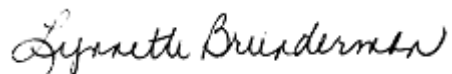
August 8, 2016

To Whom It May Concern:

The University of Arizona is committed to aligning our programs with the most current research about educational leadership. As such, we would like to adopt the 2016 Professional Standards for Educational Leaders (PSEL), designed in collaboration with practitioners in the field as well as University professors and researchers. These standards reflect the comprehensive nature of what the job of an educational leader entails today.

Thank you for your attention to this matter.

Sincerely,



Lynnette Brunderman, Ed.D.
Professor of Practice
Coordinator, Masters/Certification in Educational Leadership
University of Arizona
lbrunder@email.arizona.edu





Grand Canyon University

Don't Miss a Day of Your Future!™

3300 West Camelback Road, Phoenix Arizona 85017 602.639.7500 Toll Free 800.800.9776 www.gcu.edu

August 19, 2016

Dr. Karol Schmidt, Executive Director
AZ State Board of Education
1700 W. Washington St., Suite 300
Phoenix, AZ 85007
Karol.Schmidt@azsbe.az.gov

RE: Professional Standards for Educational Leaders (PSELs)

Dear Dr. Schmidt,

Dr. Schmidt, Superintendent Douglas, and fellow Department of Education Board Members, thank you for the opportunity to express our opinion on the potential adoption of the new Professional Standards for Educational Leaders (PSELs).

The College of Education, from Grand Canyon University, is in support of Arizona's Department of Education adopting the new Professional Standards for Educational Leaders (PSELs). The new standards promote the 21st Century skills and knowledge that educational leaders need in order to meet the needs of teachers, students, families and the communities in which they serve. The new standards focus on the global market and world and how this impacts a leader's vision and mission when leading. In addition, the new standards approach teacher evaluations, interactions with other professionals and levels of administration, and analysis of data with the most important question guiding those discussions: How will this help our students excel as learners and future competitors in the 21st Century?

The new Professional Standards for Educational Leaders are the high expectations we as a state and nation should be using to guide and build our leadership programs. Our intention is to revise our educational leadership programs to align with the PSELs so that our graduating administrators are more competitive nationally. If the board chooses to adopt these standards, the program submission forms could be updated to align with those standards. It takes an exceptional amount of time to revise a degree program when it comes to realigning to new standards. The more expedient the adoption process is, the faster we can begin this process.

We appreciate your consideration. Please let us know if you have any further questions or concerns.

Thank you,

Dr. Kimberly LaPrade, Dean
College of Education
Grand Canyon University

Visit the COE Website for more information: <http://www.gcu.edu/College-of-Education.php>

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding the Department's educator preparation program review process

Action/Discussion Item

Information Item

Background and Discussion

Presentation is related to a request for information from the Board, at the June 27, 2016 Board meeting regarding evidence of how the review process ensures educator preparation programs:

- Adequately prepare teachers in the K-12 student academic standards and phonics instruction.
- Track the success of their program completers in meeting Move On When Reading requirements.

Educator preparation programs are required to submit biennial reports to provide evidence of the program's effectiveness in preparing classroom and school ready educators.

R7-2-604.02(K) "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years. The Biennial report shall include the following:

1. A description of any substantive changes in courses, seminars, modules, assessments, field experiences or capstone experiences in Board approved educator preparation programs;
2. Electronic access to relevant educator preparation program information;
3. The name, title and original signature of the certification officer for the professional preparation institution;
4. Relevant data on the educator preparation program, staff, and candidates, which may include, but is not limited to, stakeholder surveys, completer data, and student achievement data required as a condition of initial or continuing program approval."

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.

Contact Information:

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

3. Clinical Practices and Partnerships: Evidence that candidates have opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom through authentic clinical experiences in PK-12 education settings, with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (A): "Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience."

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

Recommendation to the Board

This item is presented to the Board for information only, and no action is requested.

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and possible action to close emergency rulemaking procedures for proposed amendments to rules R7-2-614(E) regarding the Teaching Intern certificate and the proposed rule R7-2-612.01 regarding the Career and Technical Education Teaching Certificates

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. SB1208 included clarifying language regarding teaching intern certificates and placements for student teaching. SB 1502 provided an additional pathway for CTE certification. Conforming changes are proposed to R7-2-614(E) and a proposed rule R7-2-612.01 is offered. Both have been discussed and reviewed with Board and ADE staff. The CAC met and discussed the proposed language at a meeting held on July 25, 2016. The CAC unanimously recommended the proposed amendment to R7-2-614(E). The CAC added language to the proposed rule R7-2-612.01 (R7-2-612.01 (B) (2) (b) (iii), (iv)) and unanimously recommended proposed rule R7-2-612.01 with the additional language.

At its August 1, 2016 special meeting, the Board initiated emergency rulemaking, finding that the proposed amendment to R7-2-614(E) and the proposed rule R7-2-612.01 were necessary as an emergency measure to avoid serious prejudice to the public interest or the interest of the parties concerned, especially those individuals seeking certification or seeking to hire individuals consistent with the provisions of SB 1208 or SB 1502. No public comment was received.

Recommendation to the Board

It is recommended that the Board close emergency rulemaking procedures for proposed amendments to rules R7-2-614(E) and R7-2-612.01 regarding teacher certification requirements.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

R7-2-614(E) Teaching Intern Certificate – PreK-12

1. Except as noted, the teaching intern certificate is subject to the general certification provisions in R7-2-607.
2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (E)(6) are met.
3. The teaching intern certificate entitles the holder to enter into a teaching contract while completing the requirements for an Arizona ~~provisional~~ teaching certificate. During the valid period of the intern certificate the holder may teach in a Structured English Immersion classroom, or in any subject area in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment. Teaching Intern certificate holders who teach in a Structured English Immersion classroom shall hold a valid Provisional or full Structured English Immersion Endorsement, an English as a Second Language Endorsement, or a Bilingual Endorsement. The candidate shall be enrolled in a Board authorized alternative path to certification program or a Board approved teacher educator preparation program.
4. An individual is not eligible to hold the teaching intern certificate more than once in a five year period.
5. The requirements for initial issuance of the teaching intern certificate are:
 - a. A bachelor's degree or higher from an accredited institution;
 - b. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the ~~applicant's teaching assignment(s)~~ Board approved alternative path to certification program, or Board approved educator preparation program, in which the applicant is enrolled;
 - c. ~~Completion of the requirements for a Provisional Structured English Immersion endorsement, as prescribed in R7-2-613(J);~~
 - d. c. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved teacher educator preparation program; and
 - e. d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
6. The requirements for the extension of the intern teaching certificate are:
 - a. The teaching intern certificate outlined in subsection (E)(5),
 - b. Official transcripts documenting the completion of required coursework, and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 - d. ~~Completion of the requirements for a Provisional or full Structured English Immersion endorsement.~~

EXECUTIVE SUMMARY

7. The holder of the teaching intern certificate may apply for an Arizona ~~Provisional~~ Teaching Certificate upon completion of the following:
- a. Successful completion of a Board authorized alternative path to certification program or a Board approved teacher educator preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5),
 - b. A passing score on the required professional knowledge portion of the Arizona Teacher Proficiency Assessment;
 - c. The submission of an application for the ~~provisional~~ teaching certificate to the Department, and
 - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 - e. ~~Completion of the requirements for a full Structured English Immersion endorsement.~~
8. Placement decisions of teaching intern certificate holders shall only be based on agreements between the educator preparation provider, the provider's partner organizations and the local education agency except as otherwise provided in R7-2-614(E).

R7-2-612.01 Standard Specialized Career and Technical Education (CTE) Certificates – grades K-12

A. Standard Specialized CTE certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

B. The certificate is valid for eight years.

1. The holder is qualified to teach CTE Agriculture, CTE Business and Marketing, CTE Education and Training, CTE Family and Consumer Sciences, CTE Health Careers, or CTE Industrial and Emerging Technologies as specified on the certificate.

2. The requirements are:

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

b. Demonstration of expertise in the specified CTE area through one of the following:

i. A Bachelor's or more advanced degree in the specified CTE area; or

ii. A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area; or

iii. An Associate's degree in the specified CTE area; or

EXECUTIVE SUMMARY

iv. An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education Career and Technical Education Program Specialist or Career and Technical Education Program Services Director.

c. Verification of five years of work experience in the specified CTE occupational area.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Katherine Clark, C-2016-077R.

Action/Discussion Item

Information Item

Background and Discussion

Ms. Clark held a Standard Elementary Education Certificate, a Standard Secondary Education Certificate, a Principal Certificate and a Guidance Counselor Certificate all of which were suspended on April 8, 2015. On June 15, 2016, Ms. Clark's submitted Application for Renewal of Certification, for all of the above mentioned certificates, was processed.

On April 8, 2015, the Arizona State Board of Education ("Board") and Ms. Clark had entered into a Negotiated Settlement Agreement following an investigation into allegations of misconduct reported by Agua Fria School District ("District"). Ms. Clark was employed as a guidance counselor in the ("District") and had engaged in an inappropriate relationship with a male student that began during the student's senior year and continued for more than a year following his graduation.

The Negotiated Settlement Agreement included suspension of her certification, with conditions, through the expiration of all of her certificates. The suspension ended on June 11, 2016.

The conditions of the Negotiated Settlement Agreement included that Ms. Clark would;

- Participate in -- and successfully complete -- a course or seminar which addresses boundary issues. Any such course or seminar must first be approved by the Board's staff.
- Furnish a letter of proof of successful completion to the Board certifying that Ms. Clark has successfully completed the course or seminar addressing the issues that led to the conduct.
- Appear before the PPAC for a review of application upon submitting an application for renewal of any of her certificates or to obtain a new certificate.

June 18, 2015, Ms. Clark participated in a class with the Arizona Education Association to fulfill the conditions of her Negotiated Settlement Agreement and furnished a letter of completion to the Investigative Unit.

Contact Information:

*Garnett Winders, Chief Investigator
Arizona Department of Education*

EXECUTIVE SUMMARY

July 12, 2016, the Professional Practices Advisory Committee Meeting conducted a review of Ms. Clark's application for certification. The committee members were concerned about the Guidance Counselor certification application. Ms. Clark chose to withdraw her application for Guidance Counselor certification at that time, prior to the recommendation of the PPAC.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee Meeting, at its July 12, 2016 meeting, recommended, by a vote of 4 to 0, that the Board approve the applications for Standard Elementary Education, Standard Secondary Education and Principal Certification of Katherine Clark.

Recommendation to the Board

It is recommended that the State Board of Education adopt the recommendation of the PPAC and approve the applications for Standard Elementary Education, Standard Secondary Education and Principal certification of Katherine Clark.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to approve application for certification of Joey Dean Reidhead, C-2014-066R.

Action/Discussion Item

Information Item

Background and Discussion

On May 12, 2014, Joey D. Reidhead applied for a Principal Certificate.

Mr. Reidhead previously applied for a Principal Teaching certification on January 22, 2007. On an employment application for the Whiteriver School District, Mr. Reidhead incorrectly indicated that he had a Principal certificate, when in fact he did not possess a Principal certificate. On August 14, 2007, the Professional Practices Advisory Committee (the "PPAC") conducted a review of Mr. Reidhead's application for a Principal certificate. The PPAC found that his conduct constituted unprofessional conduct and recommended the Arizona State Board of Education ("Board") deny his application. The Board approved the PPAC recommendation and denied his application for a Principal certificate. The Board did not sanction his then-existing certificates.

On October 14, 2014, the PPAC met and conducted a review of Mr. Reidhead's current application for a Principal certificate. He appeared before the PPAC due to the prior disciplinary action by the Board. On his application he answered "no" to question number one:

- Have you ever been arrested for any offense for which you were fingerprinted?

The Investigative Unit discovered that he answered "no" to the same question on his 2003 and 2006 renewal applications. Mr. Reidhead failed to disclose an August 1, 2002 conviction for assault and a November 13, 2006 arrest for domestic violence/assault and disorderly conduct. He then answered "yes" to the same question on his 2007 application. Mr. Reidhead stated he was unaware of how to answer the question correctly. The 2002 assault charge was reduced to a misdemeanor and the 2006 case was dismissed.

The PPAC found the following mitigating factors:

- Length of time since the misconduct.
- Personal avowal to his passion for teaching and personal abilities.

The PPAC found no aggravating factors.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

The PPAC, at its October 14, 2014 meeting, recommended by a vote of 4 to 0 that the Board approve the application for certification.

On December 8, 2014, the Board rejected the PPAC recommendation to approve Mr. Reidhead's application and denied his application for certification. Mr. Reidhead submitted a timely request for an application denial appeal hearing.

Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its June 14, 2016 meeting, recommended by a vote of 6 to 0 that the Board grant Mr. Reidhead's application for a Principal Certificate, despite evidence showing that Mr. Reidhead engaged in unprofessional conduct, because sufficient evidence exists that mitigates Mr. Reidhead's conduct.

Recommendation to the Board

It is recommended that the State Board of Education adopt the PPAC recommendation to approve the application for certification of Joey Dean Reidhead.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Revocation of certificates held by Jake Corey Rashkow, Case No. C-2014-118

Action/Discussion Item

Information Item

Background and Discussion

Jake Corey Rashkow holds a Substitute teaching certificate, which expires on January 11, 2018.

Mr. Rashkow was a teacher at Gateway Academy ("Gateway"), located in Scottsdale, Arizona from July 14, 2014 through September 19, 2014.

Gateway terminated Mr. Rashkow's employment on September 19, 2014, due to dissatisfaction with his work performance. Upon termination Mr. Rashkow went to his classroom and deleted his student IEP files from the schools server. He threatened to disrupt the Parent/Teacher Conference, which was in session. He sent text messages to the Program Director and Executive Director stating that he would disparage the school as long as he lived and made other idol threats.

On or about March 12, 2015, the Investigative Unit notified Mr. Rashkow that a complaint would be filed against his teaching certificate. The Investigative Unit sent Mr. Rashkow the complaint via USPS certified mail. The complaint was returned unclaimed. Mr. Rashkow responded to an email notification on or about August 6, 2015. He provided a current mailing address and declined a surrender of his teaching credentials. Mr. Rashkow entered into negotiations and agreed to the terms of a proposed settlement agreement, a two year suspension with conditions of ethics courses. On February 9, 2016, the PPAC recommended, by a vote of 4 to 0, that the State Board of Education ("Board") approve the settlement agreement and suspend Mr. Rashkow's teaching certification for two years, with the following conditions;

- Mr. Rashkow shall participate in a teacher ethics-boundaries class.
- Mr. Rashkow shall furnish a letter of proof of successful completion to the Board certifying he has successfully completed the ethics class addressing the issues that led to the conduct.

On March 21, 2016, at the Board meeting, the Board voted not to accept the negotiated settlement agreement. Mr. Rashkow declined to surrender his certificate. A complaint was then filed.

Contact Information:

Garnett Winders, Chief Investigator
Arizona Department of Education

EXECUTIVE SUMMARY

Recommendation of the Professional Practices Advisory Committee (PPAC)

On June 14, 2016, the PPAC recommended, by a vote of 6 to 0, that the Board approve the revocation of Mr. Rashkow's teaching credentials.

Recommendation to the Board

That the State Board of Education accept the recommendation of the PPAC to approve the revocation of Jake Corey Rashkow's certification and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Recommendation on Response to Request for Quotes for Move on When Ready Program

Action/Discussion Item

Information Item

Background and Discussion

On May 11, 2010, the Governor signed HB 2731. This legislation, commonly referred to as the “Move on When Ready” initiative, required the Board to adopt a series of board examination systems that could be used, on a voluntary basis, by school districts and charter schools throughout the state. Students that successfully complete an approved board examination system and earn a passing score on the corresponding board exams may choose to pursue multiple pathways described in A.R.S. § 15-792.03.

Title 15, article 6 requires the Board to enter into a five-year agreement with a private organization to operate and administer the board examination systems. The private organization selected by the Board is required to:

- Identify and collaborate with a national organization that is selected by the Board to provide technical services to develop and maintain an interstate system of approved board examination systems;
- Provide data and other information to the national organization to set appropriate performance standards on approved board examination systems;
- Conduct technical studies required by the Board to compare the scores on approved board examinations to scores on the state assessment;
- In cooperation with the Superintendent and the Board, solicit monies from all lawful private and public sources to offset the costs associated with the implementation of board examination systems;
- Exercise general supervision over the implementation of the approved board examination systems in Arizona;
- Prepare an annual report for the Board, Legislature and Governor;
- Represent Arizona on the national governing body of an interstate compact of Board examination systems, as approved by the Board;
- Select Arizona’s representatives to an interstate compact on Board examination systems; and
- Develop the “Grand Canyon Diploma,” as approved and adopted by the Board.

Contact Information:

Cathie G. Rodman, Professional Services Procurement Manager, ADOA – State Procurement Office
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

On September 27, 2010, the Board awarded a five-year contract to the Center for the Future of Arizona.¹ Because of the pending expiration of the contract with the Center of the Future of Arizona and in accordance with Arizona procurement laws, an RFQ was issued for the purpose of identifying qualified private organizations to operate and administer the board exam systems at no cost to the Board. The State of Arizona issued a Request for Quotes for the Move on When Ready Program on August 4, 2016 and the solicitation closed on August 17, 2016.

The evaluation of all quotes was based upon the specific requirements listed in the RFQ and evidence that the firm could satisfy all elements listed in the Scope of Work.

As allowed by Arizona procurement law, an independent evaluation team was assembled to review quotes, to assess the extent to which proposals address the requirements listed in the RFQ, and to recommend a contract award to the firm that is most advantageous to the state based on the evaluation factors set forth in the RFQ.

Recommendation to the Board

It is recommended that the Board approve the ADOA recommendation for the qualified private organization to operate and administer the board exam systems at no cost to the Board.

¹ At its March 21, 2016 meeting, the Board reinstated the previous contract to the Center for the Future of Arizona until September 20, 2016 for technical assistance for approved board examination systems.

Contact Information:

Cathie G. Rodman, Professional Services Procurement Manager, ADOA – State Procurement Office
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to review and approve recommendations from the Supplemental Assessment for Arizona High School Equivalency Diploma RFP Evaluation Committee

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education is authorized under A.R.S. 15-232, 15-702 and R7-2-307 to award an Arizona High School Equivalency Diploma to a candidate who passes a high school equivalency test adopted by the State Board of Education.

In January 2014, the Arizona State Board of Education awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services (GEDTS), LLC. As it awarded the contract to GEDTS, the Board reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency Diploma and requested that the Arizona Department of Education issue a new Request for Proposal (RFP) at a later date to identify any additional rigorous tests aligned to Arizona's adult education academic standards.

At the October 2015 meeting, The Arizona State Board of Education requested that the Arizona Department of Education conduct another RFP process for the consideration of adding one or more additional assessments aligned to Arizona's adult education academic standards to use for awarding Arizona High School Equivalency Diplomas.

In April 2016, the Arizona Department of Education released solicitation number ADED16-00006091 requesting competitive, sealed proposals for:

- 1) The provision of a high school equivalency test aligned to Arizona Adult Education College and Career Readiness Standards;
- 2) The registration for, administration of, and scoring of the tests;
- 3) Reporting testing results to the Arizona Department of Education, Adult Education Services; and
- 4) Awarding a high school equivalency diploma.

Proposals received pertaining to the above solicitation were evaluated following the Arizona Department of Education, Office of Procurement's evaluation process guidelines. The results of this evaluation can be presented to the Arizona State Board of Education for consideration while convened in executive session.

Recommendation to the Board

It is recommended that the Arizona State Board of Education review and approve recommendations from the Supplemental Assessment for Arizona High School Equivalency Diploma RFP Evaluation Committee.

Contact Information:

Steven Paulson, Chief Procurement Officer
Sheryl Hart, Deputy Associate Superintendent, Adult Education Services
Leila Williams, Associate Superintendent