



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

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 Board will hold a meeting, open to the public, on **Monday, January 23, 2017, at 9:00 A.M. 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 Boards 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. § 38-41.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice concerning any item on this agenda.

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

DATED AND POSTED this 12th day of January, 2017.

Arizona State Board of Education

By: 

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

Monday, January 23, 2017
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, NATIONAL ANTHEM, PRAYER AND ROLL CALL
1. PRESENTATION OF CANDIDATES AND ELECTION OF STATE BOARD OF EDUCATION OFFICERS FOR 2017
 2. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.
 - A. President's Report
 1. Priorities for 2017
 2. Presentation from Read Better Be Better – “Biggs and Littles”
 - B. Superintendent's Report
 1. Honoring the United States Senate Youth Program Delegates and Alternatives
 - a. Henry Rosas Ibarra- Delegate from North Pointe Preparatory in Phoenix
 - b. Meena Venkataramanan- Delegate from Catalina Foothills High School in Tucson
 - c. Daiva Scovil- Alternate from University High School in Tucson
 - d. David Jaffe- Alternate from Westwood High School in Mesa
 2. Update on current events and/or activities of the Department
 - C. Executive Director's Report
 1. Introduction of new staff
 2. Updates regarding NASBE events
 3. CONSENT AGENDA: All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.
 - A. Approval of the Move on When Reading (MOWR) LEA and Charter school literacy plans for release of K-3 Reading Base Support Funds

B. Approval of the Arizona Charter School Program, Project Years 2017-2019 Sub recipients

4. 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.

5. GENERAL SESSION

A. Presentation and discussion regarding 2017 legislative priorities:

1. Arizona Education Association
2. Arizona School Boards Association
3. Arizona School Administrators Association
4. Arizona Charter Schools Association
5. Arizona Association of County School Superintendents

B. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals.

C. Presentation, discussion and possible action regarding policies and procedures for the menu of assessments for school year 2017-2018

CC. Presentation and discussion from the Center for the Future of Arizona regarding Cambridge assessments and Move On When Ready

D. Presentation and discussion on the National Assessment of Educational Progress (NAEP) 2015 Science results for grades four and eight

E. Presentation, discussion and possible action to close emergency rulemaking procedures for proposed rule R7-2-607.01 regarding Subject Areas – Waiver of Testing Requirement

F. Presentation, discussion and possible action to close rulemaking procedures for:

1. R7-2-614(K) regarding Student Teaching Intern Certificate
2. R7-2-612 regarding Career and Technical Education Teaching Certificates

- G. Presentation, discussion and possible action to close rulemaking procedures for the following proposed amendments to Board rule regarding educator enforcement actions:
 - 1. R7-2-205 regarding certification review, suspension and revocation
 - 2. R7-2-701 regarding adjudications and definitions
 - 3. R7-2-705 regarding hearings and evidence
 - 4. R7-2-1304 regarding notification of investigations
 - 5. R7-2-1307 regarding criminal offenses
 - 6. R7-2-1308 regarding unprofessional and immoral conduct

- H. Presentation and discussion regarding rulemaking on certification of retired teachers

- I. Presentation and discussion regarding the Board's FY 17 budget and FY 18 budget request and performance measures

- 6. **CONSENT AGENDA – CERTIFICATION ENFORCEMENT ACTIONS:**
All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.
 - A. Approval of the voluntary surrender of the educator certificates held by:
 - 1. Nathan David Braunhut
 - 2. Ryann Cohn
 - 3. Luis Torres Espinoza
 - 4. Barbara E. Kohl
 - 5. Mario R. Salvatierra
 - 6. Robert W. Tischler
 - 7. Nicole Voorhees
 - 8. Suanne Willis
 - 9. Christina D. Zambrana

 - B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:
 - 1. Jose Mada
 - 2. Richard Dow Stewart
 - 3. Shawn Eric Wakeley

7. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

A. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend for three years, with conditions, the certificate of Celeste Holliday.

B. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the applications for certification of:

1. Stuart Babcock
2. Deborah Williams

8. 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: Consideration to approve the Move on When Reading (MOWR) LEA and charter school literacy plans for release of K-3 Reading Base Support Funds.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-701 prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires school districts and charter schools to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute and adopted by the State Board of Education (Board).

The legislature appropriates \$40 million annually for K-3 reading base support funding to provide per student funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds. A.R.S. §15-211, requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board. The law further requires school districts and charter schools which either received C/D/F letter grades or had more than 10% of their 3rd grade students labeled as "Falls Far Below" (FFB) on the statewide reading assessment to have their reading plans approved by the Board before the Arizona Department of Education School Finance Division may release reading base support funds.

The General Appropriations Act for fiscal years 2013, 2014 and 2015 included a budget footnote which allowed the Board to use up to \$1,500,000 of the \$40 million appropriated for K-3 reading base support on "technical assistance and state level administration" of the MOWR program. The fiscal year 2015-2016 General Appropriations Act (Laws 2015, Chapter 8) created the Board as a separate budget unit and appropriated \$39.9 million to the K-3 Reading base support level, while it removed the footnote that provided the Board with the authority to use a portion of the funds to provide technical support and administer the program. HB 2479 (Laws 2015, Chapter 310) included session law that allowed the Department to use up to \$500,000 of the K-3 Reading base support funding on "technical assistance and state level administration" of the program.

MOWR Policy and Administration

The Board retains authority to set policy for the MOWR program pursuant to A.R.S. §15-701 and A.R.S. §15-211. In June 2012, the Board considered recommendations developed in partnership with the Department, and approved the content of the literacy

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

plans and determined procedures by which the plans would be submitted, reviewed and approved. These procedures allow the distribution of funds to those districts and charters which statutorily require review of literacy plans before release of funds.

2016-2017 LEA and Charter School Submissions

Arizona Revised Statute § 15-211(A-B), requires LEAs and charter schools that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs and charter schools with a letter grade of “C” or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding. LEAs and charter schools that are assigned a letter grade of A or B pursuant to A.R.S. § 15-241 shall submit a comprehensive literacy plan only in odd-numbered years.

Literacy Plan Review and Approval

The K-12 Academic Standards unit constructed a cadre of ADE staff and external literacy experts to review literacy plans over the course of two days. Members of the ADE staff represented various areas including Early Childhood Education, Exceptional Student Services, Assessment, and Title I. The external literacy experts were individuals who had previously reviewed MOWR Literacy Plans and also had experience in facilitating Teaching Reading Effectively trainings. The literacy experts, to ensure consistency, served as points of support for questions relating to scoring of particular elements.

On the initial day of the plan review period, the cadre participated in a training designed to increase familiarity with the plan components and the rubric tool as well as the online portal that stores the plans. Members of the cadre were then given plans to review. Plans were prioritized so LEAs that had a high number of students at risk were reviewed by the literacy experts. If plans were found to have a significant number of delinquencies in a category, the K-12 Academic Standards Unit contacted them to provide resources and technical assistance. The support included the areas of core reading programs, instructional time, and professional development offerings by the LEA. LEAs were given the date of October 2017 to correct all delinquencies in their plan.

As of November 1, 2016, 185 of 187 (98%) of LEA Literacy Plans were submitted. As of January 4, 2016 the Quartzsite School District #4 and Red Mesa Unified School District submitted their Literacy Plans, bringing the total of submitted LEA Literacy Plans to 187 of 187 (100%). The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

EXECUTIVE SUMMARY

<u>Entity ID</u>	<u>LEA or Charter School Name</u>
4511	Quartzsite School District
4159	Red Mesa Unified School District

Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans for release of K-3 Reading Base Support Funds, as listed in this item.

Issue: Consideration to award up to \$4,000,000 in Arizona Charter Schools Program to new or replicated charter school subrecipients serving disadvantaged students. Funds are supported by ED Office of Innovation and Improvement, Charter School Program, CFDA 84.282A.

Action/Discussion Item Information Item

Background and Discussion:

On October 1, 2015, the U.S. Department of Education (ED) Office of Innovation and Improvement (OII) Charter School Program (CSP) awarded the Arizona Department of Education, Arizona Charter Schools Program (AZCSP) section \$23,624,996 to increase the number of high quality public charter school serving disadvantaged students in Arizona.

In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2015. Subrecipients will also be known as non-federal entities.

In 2016, SBE awarded 11 subrecipients. This year (2017) subgrants will be awarded to 6 subrecipients. (See list of subrecipients and award amounts under **Recommendation to the Board.**)

Purpose:

The purpose of the Arizona Charter Schools Program is to 1) increase the number of high quality charter schools in Arizona serving disadvantaged students particularly in rural and urban settings, 2) improve student achievement to high academic standards in schools, and 3) improve high school student achievement and graduation rates.

The schools selected have a variety of strategies to improve student achievement. All of them have data driven strategies to continuously monitor student progress and in-house programs to align school staff with enhanced outcomes.

Much of the funding will go to support the material startup expenditures of opening a school. At the same time, considerable funding will go to building leadership and staff capacity to create school-wide cultures of learning.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence Division, Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

Contract Amount:

The subgrant to each subrecipient for the initial project year will not exceed \$250,000. Additional awards for up to two additional years are dependent upon the availability of funds and the success of the school in meeting stated objectives. In any event the total awarded to any school will not exceed \$750,000 over three project years.

Source of Funds:

Authorizing Legislation: No Child Left Behind Act of 2001 (NCLB), Public Law 107-110, Section 5201, Index No. 02451, CFDA 84282A

Responsible Unit at Department of Education:

Educators and School Excellent Unit

Division Associate Superintendent: Kelly Koenig

AZ Charter Schools Program Section Project Director: Mark Francis

Dates of Subgrant Project Year:

The agreements shall take effect when approved by the Board. The Project Year (up to three) starts February 1 of the first award year and ends on January 31, of the following calendar year.

Explanation of Subgrants:

The Arizona Charter Schools Program start-up award is a competitive, discretionary grant. Successful replicated or new charter entities which describe in their application a compelling, school-wide vision for challenging curriculum, engaging instruction and rigorous assessment which will increase Arizona student achievement are encouraged to open new schools.

Application Award and Eligibility to apply:

The awarded schools have met one of the following definitions of educationally disadvantaged:

1. A school serving at least 40% racially and ethnically diverse students; or
2. A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or
3. A school serving at least 40% students with identified disabilities per IDEA; or
4. A school serving at least 40% English Language Learners (ELL).

Further Eligibility:

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence Division, Arizona Department of Education

Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

1. To be eligible for the full \$250,000 per school per annum award, schools must identify in their application that they expect to enroll 200 students by their third year of operation. Schools who indicate less than that will be awarded a reduced amount.
2. Schools that fail to meet their enrollment targets in the third year may have their awards reduced to reflect the lower enrollment.
3. Contingent upon their estimated and actual enrollment and continued federal funding, the award shall not exceed \$750,000 total per school through January 31, 2020.
4. After the first year award funding is dependent upon the availability of funds and the success of the charter school in meeting stated objectives in their application.
5. Schools must maintain a good faith effort to meet the goals described in its awarded application and must be in compliance with state and federal charter rules and regulations.
6. All charter awardees agree to participate in regular monitoring by state and federal officials over the life of the grant.
7. If a school states in its plan that it will serve at least 40% disadvantaged students but intends to locate in a geographic area which does not contain an average of at least 40% low income families, the schools award will be placed on hold until it can demonstrate an enrollment of at least 40% disadvantaged students.

Previous Contract History

None of the awarded schools has previously received an AZ CSP award. (Some subrecipients may be in a network whose member schools have received this subgrant.)

Method of Determining Subrecipient Awards

A competitive application was reviewed by a 5 person panel consisting of a founding academic leader of a highly successful charter school, an independent curriculum contractor, members of education non-profits, and a former staff member from the Arizona State Board for Charter Schools.

Subrecipient leadership teams also participated in a 90 minute interview conducted by a 3 person panel consisting of two AZCSP staff and the former Director of Accountability, Arizona State Board for Charter Schools.

American Leadership Academy – Ironwood serves students granted K-12. It is located in the southeast valley in a concentrated area of low income students. Student enrollments in neighboring schools exceed 40 % of Free and Reduced Lunch students. Their application demonstrated that they have previous experience increasing learning outcomes of disadvantaged students.

Arizona Agribusiness & Equine Center, Inc. – Mesa will serve students grades 9-12. The

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence Division, Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

school will locate in the Mesa US 60 Country Club Road area near Mesa Community College. Student enrollments in neighboring schools exceed 40 % of Free and Reduced Lunch students. AAEC's application demonstrated a long history of significantly increasing learning outcomes for low income students. Their high school graduation rate exceeds the state average; many of their graduates receive both their high school diploma and an A.A. degree from partnering community colleges.

BASIS Schools Inc. – South Phoenix will serve students grades K- 8. The school will locate in Phoenix along the southern end of Central Avenue. Neighboring schools exceed 40 % of Free and Reduced Lunch students. The BASIS application demonstrated that it has set up a unique, highly personalized enrollment process that targets south Phoenix community members. BASIS – South Phoenix will use their Washington DC school model. That school's enrollment has over 80 % Free and Reduced Lunch and minority students and was recently rated the premier charter school in the district.

Highland Prep will serve students serving grades 9-12. The school will locate in the Avondale area. Student enrollments in neighboring schools exceed 40 % of Free and Reduced Lunch students. Highland Prep's application demonstrates that its STEM-focused methodology increases learning outcomes for low incomes students above the state average.

Think Through Academy will locate in the central Phoenix Alhambra neighborhood. Student enrollments in neighboring schools exceed 40 % of Free and Reduced Lunch students. This is a new school. Their application demonstrated that its school leadership has a previous history of increasing learning outcomes of disadvantaged students.

Victory Collegiate Academy Corporation will locate in the west Phoenix. Student enrollments in neighboring schools exceed 40 % of Free and Reduced Lunch students. This is a new school. Their application demonstrated that its school leadership has a previous history of increasing learning outcomes of disadvantaged students.

Evaluation Plan:

Each awarded charter entity is monitored for academic, financial and operational compliance with its grant application and the following:

1. The US ED Charter Schools Program SEA monitoring instrument;
2. Education Department General Administration Regulations (EDGAR);
3. The Arizona Charter Schools Program monitoring instrument which assesses the following:
 - a. Academic Standards and Continuous Improvement,
 - b. Governance, and Leadership,
 - d. Business and Financial Practices.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence Division, Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

4. AZCSP Risk Assessment Framework Procedure

A key strategy in the evaluation process is regular on-site visits by the AZ CSP staff to awarded schools to evaluate effectiveness and identify leading indicators (predictors) of success.

Recommendation to the Board

It is recommended that the Board approve the following Arizona Charter School Program, Project Years 2017 - 2019 Subrecipients

Awards, not to exceed \$250,000 per Project Year, are supported by a US Department of Education, Office of Innovation and Improvement, Charter School Program. This subgrant award obligates only one year of payments with the option to fund years two and three dependent upon fund availability and annual review of school progress to meet its goals. All schools are Title I schools. One school is eligible for only one Project Year (PY).

Subrecipient	PY 17-18	PY 18-19	PY 19-20	Total
American Leadership Academy - Ironwood	\$250,000			\$250,000
Arizona Agribusiness & Equine Center, Inc.	\$250,000	\$250,000	\$250,000	\$750,000
BASIS Schools, South Phoenix	\$250,000	\$250,000	\$250,000	\$750,000
Highland Preparatory Academy	\$250,000	\$250,000	\$250,000	\$750,000
Think through Academy	\$250,000	\$250,000	\$250,000	\$750,000
Victory Collegiate Academy Corporation	\$250,000	\$250,000	\$250,000	\$750,000
Subtotal	\$1,500,000	\$1,250,000	\$1,250,000	\$4,000,000

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence Division, Arizona Department of Education

Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

EXECUTIVE SUMMARY

Issue: AEA Legislative and Policy Agenda Review

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Education Association (AEA) issued an AEA Legislative and Policy Agenda for the 2017 legislative session. It outlines our goals and areas in which we will advocate for Arizona public schools and public school employees. It is a statement of our legislative and education policy priorities during the current legislative session.

The 2017 Legislative and Policy Agenda is attached for your reference.

Recommendation to the Board

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

Contact Information:

Marisol Garcia,
Arizona Education Association Vice President

2017 LEGISLATIVE AND POLICY AGENDA

Goals

1. Advance sound education policy supporting high standards for teaching and learning and ensuring access to a high-quality education for all Arizona students. Commit to the recruitment and retention of highly-effective educators for all classrooms.
2. Promote the necessary and appropriate funding for public education investing in Arizona's children and its future.
3. Promote fairness and respect for public education and all public education employees.
4. Maintain a fair and secure retirement system for current, retired and future school employees.

Quality Teaching and Learning

AEA advocates for policies that:

- Promote a statewide systemic approach to quality teaching and learning including highly-effective teacher preparation programs and certification, professional development, mentoring and induction, career development pathways, evaluation, and compensation structures.
- Promote equity and excellence for all students by providing flexibility in the Structured English Immersion (SEI) models for English Language Learners (ELL), including replacement of the SEI four-hour model with a research-based language development curriculum. Provide funding to meet the needs of all ELL students and content providers.
- Remove high-stakes consequences tied to mandated assessment data, including LEA, school, and individual ratings of effectiveness (i.e., A-F accountability system); evaluations, compensation structures and personnel decisions.
- Support legislation confirming instruction as the primary duty of teachers.

Public Education Funding

AEA advocates for policies that:

- Prevent the Arizona Legislature and Governor from diverting revenue away from public schools through tax cuts, tax credits and vouchers (i.e., empowerment scholarship accounts and student tuition organizations).
- Provide immediate and significant public education funding (FY2018) focused on the needs of our public schools in Arizona as follows:
 - a. Sustain a workforce of qualified teachers with competitive compensation and support.
 - b. Provide critical tools for classrooms with supplies and updated textbooks and technology.
 - c. Fund school building maintenance and repair to give students safer, clean and functional places to learn.
- Identify mid-term and long-term funding resources for Arizona public schools.
- Invest in school readiness via early childhood and K-3 educational programs, including state-funded full day kindergarten.
- Provide career and technical education funding to assist students in preparing to enter the workforce.
- Amend payroll statutes so that school districts can only withhold five days of labor, just like any other employer in the state.

Fair Employment Rights

AEA advocates for policies that:

- Restore teacher employment rights relating to contract dates, RIF process, salaries, nonrenewal notices and association work.
- Establish due-process rights for education support professionals (classified employees).
- Provide for fair and meaningful evaluation systems, with educator input, which support educator professional development, professional growth, and quality teaching, as well as include a clear appeal process.

Retirement System

AEA advocates for policies that:

- Sustain a Defined Benefit plan for public employees.

EXECUTIVE SUMMARY

Issue: Arizona School Boards Association 2017 Legislative Priorities

Action/Discussion Item

Information Item

Background and Discussion

The Arizona School Boards Association is a membership association representing all 260+ school districts in Arizona. Every school district in the state, whether elementary, union high school, unified, or JTED, is a member of the association.

ASBA advocates for the interests of students and quality public schools on behalf of the elected officials who are charged with running them.

ASBA's 2017 Political Agenda covers three major areas:

- Resources for Schools
- Local Control and Governance
- State Education Policy (Issues of Statewide Concern)

Within these three areas, the association's 2017 agenda has 22 issues and goals that will focus ASBA's advocacy this year. These items are submitted by member districts and recommended by the ASBA Legislative Committee for ratification by delegates to the annual assembly. Therefore, this agenda represents the immediate concerns of school districts statewide.

Recommendation to the Board

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

Contact Information:

Chris Kotterman, Director of Governmental Relations, Arizona School Boards Association

RESOURCES FOR SCHOOLS

1. Strengthen the School Finance formula to equitably and adequately fund public schools:
 - a. Fund the implementation and ongoing costs of AZ standards, assessments and technology;
 - b. Protect desegregation funding from any cuts or modifications;
 - c. Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement;
 - d. Provide greater equity in funding and access for exceptional student services within the public school system;
 - e. Provide adequate funding to cover the cost of student transportation;
 - f. Establish statewide poverty weights within the school funding formula.
2. Advocate to eliminate unfunded mandates and administrative burdens.
3. Assure a more stable and reliable revenue structure to support education.
4. Advocate to renew, expand and improve Prop 301.
5. Ensure 100% funding for all JTEDs.
6. Fully fund full-day kindergarten and include kindergarten students in the override calculations.
7. Provide funding for preschool programs.
8. Reinstate and fund formulas to comply with at least state school building minimum standards and restore building renewal funding to ensure school district facilities are adequately maintained.
9. Provide additional state funding for nationally competitive salaries to attract, recruit and retain talented teachers.

LOCAL CONTROL & GOVERNANCE

1. Uphold, preserve, and strengthen local control to reinforce the connection between the community and its elected governing board members.
2. Allow school districts greater flexibility in the divestiture of property to address population and course needs.
3. Maximize local control and flexibility in managing funds and programs.
4. Change “override/budget increase” language to “locally controlled funding” to better reflect what voters are being asked to support.

STATE EDUCATION POLICY

1. Fully restore 9th grade CTE/JTED eligibility and funding so students have the opportunity to explore career fields and or/certification completion.
2. Allow all JTEDs to service students through the age of 21.
3. Eliminate the change to current year funding and advocate to hold declining districts harmless for loss of funding and ensure funding accuracy and transparency in ADM calculations.
4. Establish financial and academic transparency for all institutions that accept public funds.
5. Repeal any program that gives public funds for private schools, ESAs & STOs or prevent any future expansion.
6. Require comparative auditor general reports for district and charter schools.
7. Require charter holders and applicants to use their local entity’s most recent demographic study and enrollment demand data to justify the need for a new school.
8. Increase the compulsory attendance age from 16 to 18 years.
9. Advocate for research-based reform of the English Language Learner model of instruction to improve student achievement.

ASBA leadership and members of the association's Governmental Relations and Legal Services staff guide the political agenda process in concert with the ASBA Legislative Committee.



DR. TIMOTHY L. OGLE
Executive Director



JULIE BACON
2017 President



CHRIS KOTTERMAN
Director of Governmental Relations
and Public Affairs



DARBI JENKINS
Governmental Relations Analyst



CHRIS THOMAS
General Counsel / Director of Legal
and Policy Services



2100 N. Central Avenue, Ste. 200 | Phoenix, AZ 85004 | 602.254.1100 | 800.238.4701 | www.azsba.org

Our mission is to cultivate excellence in
locally-governed school districts.

EXECUTIVE SUMMARY

Issue: Arizona School Administrators 2017 Public Policy Priorities

Action/Discussion Item

Information Item

Background and Discussion

Arizona School Administrators, Inc. is a non-profit corporation of 1,400 members organized to promote the best interests of education in the state of Arizona. ASA works to advance the roles of administrative leaders by providing training and support services for its membership. These Public Policy Priorities were developed by members from its six Divisions: Superintendents, Educational Services, Secondary, Middle Level, Elementary, and Higher Education.

The attachments contains the Public Policy Priorities that represent our organization's interests in the upcoming 2017 Arizona Legislative session. These priorities will guide ASA's work with legislators and other policy-makers.

Recommendation to the Board

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

Contact Information:

Mark Joraanstad, Ed.D.
Executive Director
Arizona School Administrators



ASA 2017 Public Policy Priorities

School Funding

Teacher recruitment and retention:

One of the biggest challenges facing school districts is the statewide teacher shortage. School districts face challenges in recruiting and retaining teachers.

- Support actions that provide funding for professional development and teacher retention and recruitment.
- Support actions that provide increased funding for teacher's salaries.

Capital Funding (District Additional Assistance/New Construction Capital/Building Renewal):

- Funding in the classroom is a priority. That includes providing a safe, well equipped classroom with the right technology and teaching tools to make our teachers productive and our learners successful.
- Additional state funding to equip classrooms, build and maintain facilities, and transport students should be a priority.

New Funding Concepts:

- ASA appreciates the increased funding provided through Proposition 123. ASA looks forward to continued discussion and support of the renewal of Proposition 301 and other funding concepts that will provide additional, sustainable funding to the K-12 system.

Financial Impact of Proposition 206:

- Requires wages for some school employees to be increased effective January 1, 2017. A financial mechanism needs to be added to the formula to cover this new mandated cost increase for both the current fiscal year and future years.

Local Control and Governance

District and school leaders should be given flexibility to determine how to best serve their students. Arizona's public education system is founded on the principle that local schools, governed by representatives of the local community, can determine how best to deliver an educational program that optimizes the potential for success of all students.

- Support actions that provide flexibility in managing district resources.
- Support legislation that eliminates or suspends costly or redundant administrative statutory requirements.
- Oppose additional requirements to districts, schools or teachers without additional resources (time, materials, and funding).

Student Achievement and Academic Success

It is our belief that student achievement must be the number one priority behind every new and existing state initiative. Attention must be given to the capacity of each district to provide sufficient resources to ensure student success. Resources include time, personnel, training, instructional materials and funding.

- Support actions that promote resources to districts to help students meet Arizona's College and Career Readiness Standards and help students achieve academic success.
- Oppose actions that reduce the time teachers have to be in the classroom directly teaching students and actions that reduce resources.
- Support funding and flexibility for all day kindergarten.

EXECUTIVE SUMMARY

Issue: Arizona Charter Schools Association 2017 Legislative Priorities

Action/Discussion Item

Information Item

Background and Discussion

Please see the attached document titled 2017 Policy Positions for the Arizona Charter Schools Association

Review and Recommendation of State Board Committee

n/a

Recommendation to the Board

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

Contact Information:

Eileen B. Sigmund
President and CEO
Arizona Charter Schools Association

2017 Policy Positions

The Arizona Charter Schools Association is a nonprofit organization who believes that all Arizona students should have access to a high quality public school. We are focused on creating and sharing innovative programs designed to support leaders and teachers as they work to improve student achievement.

Funding

Arizona is a robust school choice state where families have the option to open enroll at any public school. Charter schools represent 30 percent of all public schools. However, Arizona's education funding structure is inconsistent with today's school choice policies and is outdated. Recent budget cuts have disproportionately hurt some of the Arizona's top performing charter schools and the structure must be modernized. Public school funding must be both adequate and equitable to support the needs of all students to prepare an educated, vibrant work force and engaged community. Specifically, the Association supports initiatives to increase funding for what works in the classroom.

Autonomy and Growth

Charter schools have been an option for Arizona families for more than 20 years. Charter schools have flourished as a direct result of the autonomy afforded by the Arizona charter laws. The Association will continue to promote the growth of Arizona's 547 charter schools, now serving over 181,000 students. Charter school enrollment has historically grown at a rate of about 10 percent per year, proving that families are continually choosing what is best for their individual child. The Association will continue to advocate for flexible funding; charter school autonomy; and the elimination of barriers to innovation and growth through unnecessary legislative and regulatory action.

Achievement and Accountability

For the second year, data from both the National Assessment of Educational Progress and AzMERIT shows Arizona's charter students are outperforming their peers nationally and locally. These impressive results indicate that charter schools in Arizona are meeting our statutory requirement to improve student achievement and provide families high quality choice.

The Association continues to support an A-F letter grade system that accurately and fairly reflects effective instruction and student achievement, based on multiple measures, for all public schools. The Association advocates for the appropriate use of available data; minimizing administrative burdens to schools; using student growth measures to accurately describe the impact of teachers and schools on student learning. A strong accountability framework must incorporate timely communication so educators can best support for their students.

COMMUNITY ENGAGEMENT

The Association supports the amplification of a strong and diverse network of community voices as a critical pillar of our advocacy platform. In preparation for the 2017 legislative session, the Association has developed a comprehensive grassroots Charter Advocacy campaign designed to engage the entire charter community: parents, teachers, family-members, stakeholders, etc., to effectively communicate and support our charter schools.

In addition, the Association continues to receive regular input from our Charter Leaders Advisory Council, Board of Directors and school members via campus visits; summits; weekly newsletters; and weekly legislative phone calls. We annually participate in a statewide advocacy tour with charter leaders to discuss our advocacy work and guide our upcoming legislative agenda. We attend regional meetings throughout the year to receive feedback from the community, provide support and advocacy updates.

About the Association

The Arizona Charter Schools Association's mission is to support student achievement through quality charter schools; to advocate for student equity and charter school autonomy; and to lead Arizona charter schools as a sustainable, strong, and credible organization. Founded in 1995, the Association has grown to be the key resource and advocate for Arizona's charter schools, a groundbreaker in transforming public education in Arizona, and a leader in the national charter movement.

EXECUTIVE SUMMARY

Issue: Garnishment Judgement Deadlines

Action/Discussion Item

Information Item

Background and Discussion

This is in regards to garnishments. If a judgment debtor who leaves the garnishee's employ is an employee of a school district etc. that the time frame is extended from 45 days to 90 days. Representative Paul Boyer will be introducing this legislation. (The intro set of folder 26 has been previously sent to Board staff)

Review and Recommendation of State Board Committee

NA

Recommendation to the Board

The item is for information only.

Contact Information:

Barry Aarons
The Aarons Company LLC



ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS

1910 W. JEFFERSON • PHOENIX, ARIZONA • 85009
 TELEPHONE: (602) 252-6563 • FAX: (602) 254-0969

RISHA VANDERWEY, PRESIDENT
 COCONINO COUNTY SCHOOL SUPERINTENDENT

2017 Arizona State Legislative Session



Apache County
 Barry Williams
Past-President



Cochise County
 Jacqui Clay



Coconino County
 Risha VanderWey
President



Gila County
 Dr. Linda O'Dell



Graham County
 Donna McGaughey



Greenlee County
 Tom Powers



La Paz County
 Jacqueline Price
Secretary



Maricopa County
 Steve Watson



Mohave County
 Michael File



Navajo County
 Jalyn Gerlich



Pima County
 Dustin Williams



Pinal County
 Jill Broussard
Vice-President



Santa Cruz County
 Alfredo Velasquez



Yavapai County
 Tim Carter



*Treasurer and
 Legislative Liaison*



Yuma County
 Tom Tyree
SBE President

AACSS Belief Statements and Priorities

1	Fully fund inflation, in the manner prescribed by Arizona Revised Statutes, and as mandated by Arizona voters—Proposition 301
2	Change “Override/Budget Increase” language to “Locally Controlled Funding” to reflect what local voters are being asked to support.
3	Fully fund voluntary Full-Day Kindergartens and include Kindergarteners in the “Locally Controlled Funding Calculations”.
4	Restore ‘Building Renewal Funding to ensure school facilities are adequately provided and maintained.
5	Enable School Districts and Charters the option to operate “individual schools” for a 200-Day School Calendar with increased budget authority in Base Level to 8% from 5% for those schools who maintain a 200-Day School Calendar.
6	Repeal legislation that envisions moving to “Current Year Funding” and cost savings to the State with an anticipated amount of \$40 million (sic) that is scheduled to take place in Fiscal Year 2017.
7	Restore CTE and JTED to original funding levels, at the peak funding allocations and, projected funding cuts scheduled to take effect in Fiscal Year 2017.
8	Provide greater latitude and acquisition of funding utilized for increased salaries of teachers/educators that will ensure national competitive teacher/educator compensation as to stop the flow of highly effective and effective teachers from leaving the State of Arizona to other states.
9	Ensure “Equity Special Education Funding” based on actual cost per Special Needs Students Education Services within a given school district.
10	Enable Public School Tax Credits to be used as determined by the local school district.
11	Fund “ District Additional Assistance”, using the base fiscal year 1999, with cumulative inflation rates to current fiscal year funding e.g. K-8 \$450 + Cumulative Inflation Rates since 1999 (CIR-99) to current fiscal year funding; 9-12 \$492+ CIR-99; Textbooks \$69.88+CIR-99.
12	Fund 9 th grade CTE/JTED to enable students the opportunity to successfully explore Career Fields and/or acquire Career and Technical Education Certification.
13	Fully fund the implementation and reoccurring cost for AzMERIT Standards assessment, and technology. Sustain the “Safe-Harbor”, as provided in SB1289 that will allow for necessary transition time for full implementation of AzMERIT.
14	Provide “Financial and Academic Accountability for Empowerment Scholarship Accounts” (ESA).
15	Authorize School District greater flexibility in the “Divestiture of Property” to address the local school district populations and course of actions needed to be taken.
16	Protect “Desegregation Funding” from any fiscal cuts and/or modifications.
17	To design and implement an equitable K-12 education funding formula that adequately reflects nationally competitive funding ratios for investing in our future generations workforce and that is highly competitive in a nationally, and internationally global economy: <ul style="list-style-type: none"> · Arizona ranks nationally, in the top 10, in K-12 Per Student Funding. · K-12 funding ensures the necessary fiscal resources to enable each school to provide positive working and learning environments. · Achieves a State Graduation Rate of 95%. · Arizona ranks nationally, in the top 10 states, in Competitive Salaries for Educators. · Students Graduate and demonstrate high levels of career and or college readiness.

REFERENCE TITLE: garnishment; continuing lien; school employee

State of Arizona
House of Representatives
Fifty-third Legislature
First Regular Session
2017

H. B. _____

Introduced by _____

AN ACT

AMENDING SECTION 12-1598.10, ARIZONA REVISED STATUTES; RELATING TO
GARNISHMENT OF EARNINGS.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:
2 Section 1. Section 12-1598.10, Arizona Revised Statutes, is amended
3 to read:
4 12-1598.10. Continuing lien on earnings; order
5 A. If it appears from the answer of the garnishee that the judgment
6 debtor was an employee of the garnishee, or that the garnishee otherwise
7 owed earnings to the judgment debtor when the writ was served, or earnings
8 would be owed within sixty days thereafter and there is no timely written
9 objection to the writ or the answer of the garnishee filed, on application
10 by the judgment creditor the court shall order that the nonexempt
11 earnings, if any, withheld by the garnishee after service of the writ be
12 transferred to the judgment creditor who is entitled to such monies
13 subject to the judgment debtor's right to objection and hearing pursuant
14 to this article. The court shall further order that the garnishment is a
15 continuing lien against the nonexempt earnings of the judgment debtor.
16 B. If a timely objection is filed the court shall conduct a hearing
17 pursuant to section 12-1598.07 and shall make the following
18 determinations:
19 1. Whether the writ is valid against the judgment debtor.
20 2. The amount outstanding on the judgment at the time the writ was
21 served, plus accruing costs.
22 3. Whether the judgment debtor was employed by the garnishee at the
23 time the writ was served.
24 4. Whether earnings were owed or would be owed by the garnishee to
25 the judgment debtor within sixty days after the service of the writ.
26 5. Whether the debt was, at the time of service of the writ,
27 subject to an effective agreement for debt scheduling between the judgment
28 debtor and a qualified debt counseling organization.
29 C. If the court makes an affirmative determination under subsection
30 B, paragraph 1 of this section and subsection B, paragraph 3 or 4 of this
31 section and determines that the debt was not, at the time of service of
32 the writ, subject to an effective agreement between the judgment debtor
33 and a qualified debt counseling organization, the court shall order that
34 the nonexempt earnings, if any, withheld by the garnishee after service of
35 the writ be transferred to the judgment creditor and further order that
36 the garnishment is a continuing lien against the nonexempt earnings of the
37 judgment debtor. Otherwise the court shall order the garnishee discharged
38 from the writ.
39 D. A continuing lien ordered pursuant to this section is invalid
40 and of no force and effect on the occurrence of any of the following
41 conditions:
42 1. The underlying judgment is satisfied in full, is vacated or
43 expires.
44 2. The judgment debtor leaves the garnishee's employ for more than
45 sixty days **OR, IF THE JUDGMENT DEBTOR IS AN EMPLOYEE OF A SCHOOL DISTRICT,**

1 A CHARTER SCHOOL, THE ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND OR
2 AN ACCOMMODATION SCHOOL AND THE JUDGMENT DEBTOR IS SUBJECT TO AN
3 EMPLOYMENT CONTRACT THAT SPECIFIES THAT PAYDAYS ARE RESTRICTED TO THE
4 SCHOOL YEAR, FOR MORE THAN NINETY DAYS.

5 3. The judgment creditor releases the garnishment.

6 4. The proceedings are stayed by a court of competent jurisdiction,
7 including the United States bankruptcy court.

8 5. The judgment debtor has not earned any nonexempt earnings for at
9 least sixty days OR, IF THE JUDGMENT DEBTOR IS AN EMPLOYEE OF A SCHOOL
10 DISTRICT, A CHARTER SCHOOL, THE ARIZONA STATE SCHOOLS FOR THE DEAF AND THE
11 BLIND OR AN ACCOMMODATION SCHOOL AND THE JUDGMENT DEBTOR IS SUBJECT TO AN
12 EMPLOYMENT CONTRACT THAT SPECIFIES THAT PAYDAYS ARE RESTRICTED TO THE
13 SCHOOL YEAR, FOR AT LEAST NINETY DAYS.

14 6. The court orders that the garnishment be quashed.

15 E. If no objections are filed to the answer of the garnishee and an
16 order of continuing lien is not entered within forty-five days after the
17 filing of the answer of the garnishee, any earnings held by the garnishee
18 shall be released to the judgment debtor and the garnishee shall be
19 discharged from any liability on the garnishment.

20 F. If at the hearing the court determines that the judgment debtor
21 is subject to the twenty-five ~~per cent~~ PERCENT maximum disposable earnings
22 provision under section 33-1131, subsection B and based on clear and
23 convincing evidence that the judgment debtor or ~~his~~ THE JUDGMENT DEBTOR'S
24 family would suffer extreme economic hardship as a result of the
25 garnishment, the court may reduce the amount of nonexempt earnings
26 withheld under a continuing lien ordered pursuant to this section from the
27 twenty-five ~~per cent~~ PERCENT to not less than fifteen ~~per cent~~ PERCENT.

28 G. A court order entered pursuant to this section if recorded does
29 not constitute a lien against real property pursuant to section 33-961.

30 H. The court, sitting without a jury, shall decide all issues of
31 fact and law.

EXECUTIVE SUMMARY

Issue: Supplemental child care assistance for education enrollment

Action/Discussion Item

Information Item

Background and Discussion

The Maricopa County Education Service Agency is advocating for a bill that our Association supports that will allow the Department of Economic Security to provide supplemental child care assistance not only if the parent, legal guardian or caretaker relative is working 20 hours per week but also may be enrolled in an education program leading to a diploma or a degree. (The intro set copy 0365 was previously supplied to Board staff.)

Review and Recommendation of State Board Committee

NA

Recommendation to the Board

This item is presented to the Board for information only. No action is requested.

Contact Information:

Barry Aarons

The Aarons Company LLC

REFERENCE TITLE: child care assistance; eligibility

State of Arizona
House of Representatives
Fifty-third Legislature
First Regular Session
2017

H. B. _____

Introduced by _____

AN ACT

AMENDING SECTION 46-803, ARIZONA REVISED STATUTES; RELATING TO CHILD CARE ASSISTANCE.

(TEXT OF BILL BEGINS ON NEXT PAGE)

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

2 Section 1. Section 46-803, Arizona Revised Statutes, is amended to
3 read:

4 46-803. Eligibility for child care assistance

5 A. The department shall provide child care assistance to eligible
6 families who are attempting to achieve independence from the cash
7 assistance program and who need child care assistance in support of and as
8 specified in their personal responsibility agreement pursuant to chapters
9 1 and 2 of this title.

10 B. The department shall provide child care assistance to eligible
11 families who are transitioning off of cash assistance due to increased
12 earnings or child support income in order to accept or maintain
13 employment. Eligible families must request this assistance within six
14 months after the cash assistance case closure. Child care assistance may
15 be provided for up to twenty-four months after the case closure and shall
16 cease after a time period specified in rule by the department once the
17 family income exceeds one hundred sixty-five percent of the federal
18 poverty level but remains below eighty-five percent of the state median
19 income. If the family income exceeds eighty-five percent of the state
20 median income, child care assistance shall cease on notification by the
21 department.

22 C. The department shall provide child care assistance to eligible
23 families who are diverted from cash assistance pursuant to section 46-298
24 in order to obtain or maintain employment. Child care assistance may be
25 provided for up to twenty-four months after the case closure and shall
26 cease after a time period specified in rule by the department once the
27 family income exceeds one hundred sixty-five percent of the federal
28 poverty level but remains below eighty-five percent of the state median
29 income. If the family income exceeds eighty-five percent of the state
30 median income, child care assistance shall cease on notification by the
31 department.

32 D. The department may provide child care assistance to support
33 eligible families with incomes of one hundred sixty-five percent or less
34 of the federal poverty level at the time of application to accept or
35 maintain employment. Child care assistance shall cease after a time
36 period specified in rule by the department once the family income exceeds
37 one hundred sixty-five percent of the federal poverty level but remains
38 below eighty-five percent of the state median income. If the family
39 income exceeds eighty-five percent of the state median income, child care
40 assistance shall cease on notification by the department. Priority for
41 this child care assistance shall be given to families with incomes of one
42 hundred percent or less of the federal poverty level.

43 E. The department may provide child care assistance to families
44 referred by the department of child safety and to children in foster care
45 pursuant to title 8, chapter 4 to support child protection.

1 F. The department may provide child care assistance to special
2 circumstance families whose incomes are one hundred sixty-five percent or
3 less of the federal poverty level at the time of application and who are
4 unable to provide child care for a portion of a twenty-four hour day due
5 to a crisis situation of domestic violence or homelessness, or a physical,
6 mental, emotional or medical condition, participation in a drug treatment
7 or drug rehabilitation program or court ordered community restitution.
8 Child care assistance shall cease after a time period specified in rule by
9 the department once the family income exceeds one hundred sixty-five
10 percent of the federal poverty level but remains below eighty-five percent
11 of the state median income. If the family income exceeds eighty-five
12 percent of the state median income, child care assistance shall cease on
13 notification by the department. Priority for this child care assistance
14 shall be given to families with incomes of one hundred percent or less of
15 the federal poverty level.

16 G. In lieu of the employment activity required in subsection B, C
17 or D of this section, the department may allow eligible families with
18 teenaged custodial parents under twenty years of age to complete a high
19 school diploma or its equivalent or engage in remedial education
20 activities reasonably related to employment goals.

21 H. The department may provide supplemental child care assistance
22 for ~~department approved~~ education and training activities if the eligible
23 parent, legal guardian or caretaker relative is ENROLLED IN AN ACCREDITED
24 EDUCATIONAL INSTITUTION, REMEDIAL EDUCATIONAL ACTIVITY OR EMPLOYMENT
25 TRAINING PROGRAM LEADING TO A HIGH SCHOOL DIPLOMA OR HIGH SCHOOL
26 EQUIVALENCY DIPLOMA, A VOCATIONAL, TECHNICAL OR TRADE CERTIFICATION OR AN
27 ASSOCIATE'S DEGREE OR BACHELOR'S DEGREE OR IS working at least a monthly
28 average of twenty hours per week and this education and training are
29 reasonably related to employment goals. The eligible parent, legal
30 guardian or caretaker relative must demonstrate satisfactory progress in
31 the education or training activity.

32 I. The department shall establish waiting lists for child care
33 assistance and prioritize child care assistance for different eligibility
34 categories in order to manage within appropriated and available monies.
35 Priority of children on the waiting list shall start with those families
36 at one hundred percent of the federal poverty level and continue with each
37 successive ten percent increase in the federal poverty level until the
38 maximum allowable federal poverty level of one hundred sixty-five percent.
39 Priority shall be given regardless of time spent on the waiting list.

40 J. The department shall establish criteria for denying, reducing or
41 terminating child care assistance that include:

42 1. Whether there is a parent, legal guardian or caretaker relative
43 available to care for the child.

44 2. Financial or programmatic eligibility changes or ineligibility.

1 3. Failure to cooperate with the requirements of the department to
2 determine or redetermine eligibility.

3 4. Hours of child care need that fall within the child's compulsory
4 academic school hours.

5 5. Reasonably accessible and available publicly funded early
6 childhood education programs.

7 6. Whether an otherwise eligible family has been sanctioned and
8 cash assistance has been terminated pursuant to chapter 2 of this title.

9 7. Other circumstances of a similar nature.

10 8. Whether sufficient monies exist for the assistance.

11 K. Families receiving child care assistance under subsection D or F
12 of this section are also subject to the following requirements for that
13 child care assistance:

14 1. Each child is limited to no more than sixty cumulative months of
15 child care assistance. The department may provide an extension if the
16 family can prove that the family is making efforts to improve skills and
17 move towards self-sufficiency.

18 2. Families are limited to no more than six children receiving
19 child care assistance.

20 3. Copayments shall be imposed for all children receiving child
21 care assistance. Copayments for each child may be higher for the first
22 child in child care than for additional children in child care.

23 L. The department shall review each case no more than once a year
24 to evaluate eligibility for child care assistance.

25 M. The department shall report on December 31 and June 30 of each
26 year to the joint legislative budget committee the total number of
27 families who applied for child care assistance and the total number of
28 families who were denied assistance under this section because the
29 parents, legal guardians or caretaker relatives who applied for assistance
30 were not citizens or legal residents of the United States or were not
31 otherwise lawfully present in the United States.

32 N. This section shall be enforced without regard to race, religion,
33 gender, ethnicity or national origin.

34 O. The department shall refer all child care subsidy recipients to
35 child support enforcement and to local workforce services and provide
36 information on the earned income tax credit.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding policies and procedures for the menu of assessments for school year 2017-2018

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 utilized 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 retained Dr. Derek Briggs from the University of Colorado and Dr. Jerry D'Agostino from the Ohio State University to evaluate, from a technical standpoint, the feasibility of implementing a "menu of locally procured achievement assessments to measure pupil achievement of the state academic standards" consistent with the provisions of HB 2544 *and* the state's accountability plan. In addition, the experts were charged with recommending guidelines for submissions notwithstanding any technical concerns with implementation. Finally, the experts were asked to opine on the feasibility of adopting the menu if the conceptual framework for the state's accountability plan was modified to shift criteria of the statewide assessment within the indicators of the accountability plan.

Regarding the first task, the white paper clearly concludes that implementation of a menu of assessments under the current conceptual framework of accountability is not feasible for two reasons:

- it would not be possible to demonstrate that [a vendor's] scores lead to comparable student scores, performance levels and school classifications until a data collection design could be established and then analyzed in collaboration with ADE and other vendors of menu assessments
- [the] use of the term equated in [A.R.S. 15-741.02] E.3 establishes a hurdle that no provider will be able to demonstrate relative to the established standards and criteria (e.g., Holland & Dorans, 2006) for equating test scores

Contact Information:

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

As an alternative, the menu of assessments could be implemented in the 2017-2018 school year if the conceptual framework for accountability for the 2017-2018 school year was modified so that AzMERIT scores on ALG II and ELA 11 were removed as criteria from grades 9-12 proficiency and growth indicators and *only* included as criteria for the College and Career Readiness Indicator. The table below demonstrates this shift:

2016-2017

Weight	Indicators
40%	Proficiency, Statewide Assessment (ALG I, GEO, ALG II and ELA 9, 10, 11)
20%	Growth, Statewide Assessment (ALG I, GEO, ALG II and ELA 9, 10, 11)
15%	High School Graduation Rate
15%	College and Career Readiness
10%	Proficiency and Growth, English Language Learners

2017-2018 (changes in highlights)

Weight	Indicators
40%	Proficiency, Statewide Assessment (ALG I, GEO and ELA 9, 10; EXCLUDE ALG II, ELA 11)
20%	Growth, Statewide Assessment (ALG I, GEO and ELA 9, 10; EXCLUDE ALG II, ELA 11)
15%	High School Graduation Rate
15%	College and Career Readiness (INCLUDE ALG II and ELA 11)
10%	Proficiency and Growth, English Language Learners

This shift is supported by the technical review conducted by Briggs and D’Agostino:

The most constructive suggestion for a path forward was that if the state placed high value on flexibility and the need to reduce duplicative testing that this could be accomplished for grade 11 with the menu of assessments plan provided that the scores from these assessments would not be used for the achievement and growth components of the state’s accountability ratings for schools. Instead, the state could take advantage of ESSA’s flexibility to use participation in one assessment from the menu of assessments as part of a college readiness indicator. For high schools, grade 9 and 10 AzMERIT scores would continue to provide evidence relevant to achievement and growth for school-level accountability. If the use of test scores for purpose of school accountability were to be removed, then the issue of score comparability among assessments within an 11th grade menu would no longer be a predominant concern. (emphasis added)

With this shift, it is feasible to implement the menu of assessments so that LEAs may administer a Board-approved assessment in grade 11 in lieu of the statewide assessment. Board staff can meet with ADE staff and stakeholders to finalize a draft of policies and procedures for Board adoption regarding placement on the menu and implementation.

Recommendation to the Board

That the Board remove ELA 11 and ALG II as criteria for the proficiency and growth indicators and include them as criteria for the College and Career Readiness indicator in the 9-12 school accountability plan for the 2017-2018 school year.

A Technical Commentary on Arizona's Menu of Assessments Legislation (H.B. 2544)

Derek Briggs
University of Colorado
Jerry D'Agostino
Ohio State University

December 23, 2016

Overview

This white paper has two purposes. The first purpose is to discuss, from a technical standpoint, the feasibility of implementing Arizona’s H.B. 2544, which calls for the state board of education to adopt a “menu of locally procured achievement assessments to measure pupil achievement of the state academic standards.” This menu approach is intended to initially apply only to students in grades 9-12 as of the 2017-18 school year, but would then extend to students in grades 3-8 as well by the 2018-19 schools year. In discussing the feasibility of H.B. 2544, we focus attention on provision E.3, which stipulates, in essence, that the scores across the different assessments within the hypothetical menu should be interchangeable, such that regardless of which assessment a student is administered, the resulting inference about a student’s achievement level (i.e., proficiency, college readiness, etc.) should remain the same, and by extension, so should subsequent inferences about school-level performance. The second purpose of this paper is to provide specific recommendations with regard to the evidence that would be needed to evaluate not only provision E.3, but provisions E.1 and E.2.

Although we are sympathetic to the motivation behind H.B. 2544 (“the state should relieve students, teachers and schools of unnecessary duplicative testing and maximize instructional time”), we are very pessimistic that the law can be implemented in a manner that would meet the requirements as stipulated in E.1, E.2, and E.3. To the extent that scores from the menu of assessments would continue to serve as inputs for the state’s system of educational accountability, they would be very hard to defend from claims that certain schools are advantaged/disadvantaged by a strategic choice to emphasize one assessment option over another. Instead, we would recommend a much more limited version of the menu approach for 11th grade testing that relaxes the need for the scores from the menu of assessments to be used evidence of the status and growth of student achievement.

A Short Primer on Relevant Terminology from Educational Measurement

In order to discuss technical aspects necessary to meet the stipulations H. B. 2544 we invoke the sometimes esoteric terminology of educational measurement. Key terms include the *construct of measurement*, *linking*, *equating*, *scale aligning*, and *prediction*. To avoid confusion, we use this section to define these terms before using them in a subsequent section to point out obstacles that stand in the way of implementing H.B 2544.

Construct of Measurement

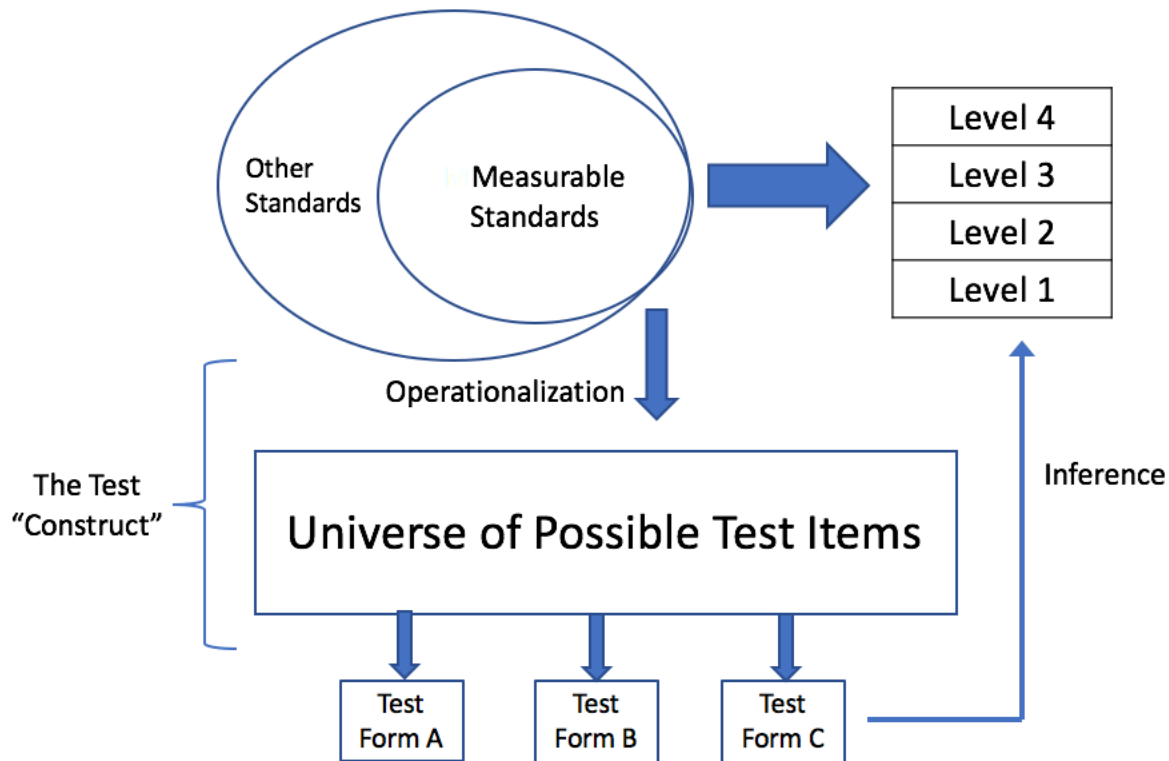


Figure 1. Test Design and the Operationalization of a Construct of Measurement for a Given Grade/Course and Subject Domain

In an educational achievement testing content, the *construct of measurement* represents a composite of the knowledge, skills and abilities students are expected to develop as they are formally exposed to curricula and instruction in school. As such, a construct is something that must be negotiated and operationalized before it can be “measured” in the form of a score on some collection of tests items. Figure 1 depicts this process of negotiation and operationalization that underlies any state assessment program. The starting point is typically a document that specifies, with varying degrees of specificity, standards for what students should know and be able to do in some academic subject at the culmination of a grade or course. Note that decisions must be made about the subset of these standards that can be plausibly measured within the constraints of a time-delimited standardized test. These measurable standards must then be organized and prioritized to form a basis for the differentiation of students in terms of achievement levels.

Together then, the measurable standards (and the achievement levels that are defined as a function of these standards) form the basis for a blueprint for item development. This blueprint specifies the breadth and depth of content coverage, necessary differences in item formats, rules for scoring student responses, and the way that items are to be selected for

inclusion on a test form. Importantly, the blueprint produces a pool of test items that are actually created at one point in time, but also can be seen as the basis for hypothetical test items that *could* (and eventually will) be created in the future. Because of this, every test blueprint is associated with a “universe” of possible test items. **It follows that the construct of measurement is the score we would observe if it were possible for a student to be given a test comprised of the complete universe of test items that derive from the test blueprint.** Because this is not possible, test forms comprised of item subsets are “sampled” to be representative of the universe of items. The scores from this sample of items are used to make inferences about a student’s proficiency with respect to the unknown construct. For any specific grade/course and subject, multiple test forms (e.g., A, B, C in Figure 1) are created for administration both within a given year and across years. So long as these forms have been assembled according to the same blueprint specifications, the scores from each form provide equally valid estimates of the construct of measurement—hence they can be **equated** to one another.

Given the definition above, if two different tests have been written according to two different blueprints, then strictly speaking, the tests provide measures of two different constructs. Questions about the comparability of scores from different tests hinge upon the degree of conceptual overlap that exists between the two constructs. When the overlap is large, it may be possible to link the scores together; when the overlap is small, the best that can be done is to predict one score from the other. Only when the overlap is complete is it possible to fully equate scores such that one can be treated as interchangeable for the other.

A Taxonomy for Linking Test Scores

Imagine we have two different tests, X and Y. Following Holland & Dorans (2006), we use the term *linking* to refer to the general idea of a transformation between the scores of one test and those of another. The linking methods that can be used for this transformation fall into three categories: equating, scale aligning (i.e., “scaling”) and predicting. **Equating** is the strongest linking method. When a link between tests has been established by equating scores on test X to scores on test Y, the scores can be considered interchangeable. Holland & Dorans (2006) outline five requirements viewed as necessary for the equating of test X and Y to be successful.

1. **The equal construct requirement.** The tests should measure the same construct.
2. **The equal reliability requirement.** The tests should have the same reliability.
3. **The symmetry requirement.** The equating function for equating the scores of Y to X should be the inverse of the function for equating the scores of X to Y.
4. **The equity requirement.** It should be a matter of indifference to an examinee to be tested by either one of two tests that have been equated (hence, they are interchangeable).
5. **The population invariance requirement.** The choice of (sub)population used to estimate the equating function between the scores of tests X and Y should not matter—the equating function should be population invariant.

Scaling is a weaker linking method that produces scores that are comparable, but not necessarily interchangeable, because at least one of the five criteria above is not met. In general, scaling methods have to rely upon stronger statistical assumptions, and these assumptions are at once seldom fully met and can also be difficult to evaluate empirically. **Predicting** is the weakest linking method. Although it is relatively easy to carry out and does allow for inferences to be made from the scores on one test to the scores on another, it will always violate, at a minimum, the symmetry requirement (i.e., two different test score conversion tables are needed, one that predicts scores on X from scores on Y, and another than predicts scores on Y from scores on X, where the latter function is NOT the inverse of the former).

Examples of Equating vs Scale Aligning vs. Predicting

- Two forms X and Y of the same test are created by the same vendor (or different vendors) according to the process depicted in Figure 1. Both test forms have the same number of items and are equally reliable. So long as certain design features are in place (see next subsection), it becomes a relatively straightforward and defensible task to **equate** scores on test form X to the scores on test form Y. In this example the first four of the Holland & Doran's criteria can definitely be satisfied, and there is good reason to suspect that the fifth criterion (population invariance) will be met as well.
- Two tests X and Y are created by the same vendor for adjacent grades in the same subject. Each test has been created according to the process depicted in Figure 1, but on the basis of different sets of grade-level standards and hence two somewhat different blueprints for item design. The tests are equally reliable, take the same amount of time to administer, and are administered under the same standardized conditions. This is typical of the process used to create a vertically **aligned score scale** across grades. It hinges upon a design in which a common set of items are embedded in tests X and Y and administered to the different populations of students taking the two tests. A statistical model (i.e., a model from item response theory) is used to place the two tests onto a single comparable score scale. Although the linking in this example is likely to fail the equal construct criterion, it is still possible to attain some degree of comparability so long as the item response theory model can be shown to have adequate fit to the data.
- The SAT and ACT are created by two different vendors as tests of college readiness. It is assumed that there is some overlap in the process (i.e., Figure 1) used to create these tests, but the degree of overlap is unknown, nor do the vendors claim to be measuring the same construct. The tests differ somewhat in their reliability and take different amounts of time to administer. A self-selected subpopulation of students takes both tests. A statistical model (i.e., linear regression) is used to **predict** the scores on the SAT from the ACT and the predict the scores on the ACT from the SAT. In this example, the link that has been made between the two tests is unlikely to satisfy any of the five criteria for a successful equating of scores. We can predict the score a student would receive on one test given the score on the other, but this prediction will have a great

deal of uncertainty, and may not generalize to all students taking the two tests. Because the prediction will possess at least some degree of prediction error, one cannot claim the tests will yield interchangeable scores.

Data Collection Designs

Regardless of the method used to link test scores, a link can only be established when some design has been put in place to gather the necessary data. This must be done in a very purposeful manner and ideally should involve the random assignment of students to different tests. When students cannot be randomly assigned to either testing condition, the basis for linking tests becomes more equivocal, either depending upon a non-random group of students who take both tests, or upon the performance of all students on a non-random set of items common to either one or both of the tests. Importantly, because the links between different tests need to be constantly monitored and evaluated, data collection designs need to be maintained throughout, which would be time-consuming and costly.

Technical Problems with the Requirements of H.B. 2544

H.B. 2544 establishes three hurdles all locally procured assessments in the menu are expected to jump:

“E. The State Board of Education shall require that the provider of a locally procured achievement assessment that is proposed to be considered for the menu of locally procured achievement assessments shall

1. Provide evidence that the assessment is a high quality assessment.
2. Demonstrate that the assessment meets or exceeds the state board’s adopted academic standards.
3. Demonstrate that the assessment scores can be equated for state accountability programs including establishing comparable student assessment scores and performance levels for achievement profiles and letter grade classifications issued pursuant to section 15-241.”

All three of these stipulations are vaguely worded in ways that require clarification. Stipulations E.1 and E.2 are best subsumed within the at once global yet more specific statement “Provide evidence that the assessment is valid and reliable for its intended interpretation and uses.” This statement is consistent with language found in the *Standards for Educational and Psychological Testing* (2014), published jointly by the American Educational Research Association, the American Psychological Association and the National Council for Measurement in Education. In order for an assessment to be “high quality” there must be evidence of its validity and reliability; in order for an assessment to be valid in Arizona’s achievement testing context, it would be critical to demonstrate alignment with the state board’s academic standards.

Stipulation E.3 is problematic for two reasons. First, all three stipulations in E are intended to refer to evidence that a specific provider of a locally procured assessment is expected to produce, with the implication that this evidence would be necessary before an assessment would be approved for inclusion. However, while it would be possible for a vendor to “demonstrate” at least some evidence related to the validity of its assessment up front, it would not be possible to demonstrate that its scores lead to comparable student scores, performance levels and school classifications until a data collection design could be established and then analyzed in collaboration with ADE and other vendors of menu assessments. The language of E.3 seems to provide wiggle room in this regard by using more qualified language (“demonstrate that the assessment scores *can* be equated”). It is unclear whether the expectation is that a vendor would only need to provide evidence that they have a data collection design in place that would make it possible to evaluate comparability, or whether they would need to provide empirical evidence that comparability had already been established. Second, the (perhaps inadvertent) use of the term equated in E.3 establishes a hurdle that no provider will be able to demonstrate relative to the established standards and criteria (e.g., Holland & Dorans, 2006) for equating test scores. Although the constructs measured by assessments in the menu of assessments are sure to contain overlap, they are by definition (see Figure 1) not the same because the items on each test were written to satisfy different blueprints. Some assessments may have been written to provide evidence for standards that are not part of Arizona’s academic standards (in which case the scores from these assessments would contain what psychometricians refer to as “construct irrelevant variance”), or some assessments may not fully capture Arizona’s academic standards or otherwise diverge from the blueprint used to design the AzMERIT (in which case the scores from these menu assessments would suffer from what psychometricians refer to as “construct underrepresentation”). In either case, one would be hard-pressed to argue that the assessments measure identical constructs.

Furthermore, there is no guarantee that assessments in the menu will be equally reliable (another requirement for score equating). For example, the AzMERIT tests are developed with an eye toward measuring students with precision at all end of the achievement continuum, something that is especially important when test scores are being used to provide estimates of not just student achievement, but growth in student achievement. In contrast, the ACT and SAT are developed with an eye toward maximizing precision around the score that distinguishes students who are college ready from those who are not. Indeed, the entire notion that the assessments within a menu can be equated is on its face paradoxical. If tests have been equated, then students (and by extension parents) should be indifferent as to which test they take. But the whole point of H.B 2544 is that students (and parents) are not indifferent to this choice.

The near impossibility of arguing that assessments within the menu can be equated does not mean that it is impossible to establish weaker links through scale aligning techniques or score prediction techniques. These weaker links might at least facilitate comparisons between assessments that make it possible to evaluate, on average, whether students (and schools) are unfairly advantaged/disadvantaged by taking test X in place of test Y. However,

creating even these weaker links between test scores would require an ongoing (and costly) commitment by the state to data collection designs in which either random samples of students take multiple assessments from the menu, or (more plausibly) that a common short anchor test (i.e., “AzMERIT Lite”) would be given to all students as a supplement to their primary assessment choice from the menu. This presents its own unique set of challenges, and to date it is unprecedented for a state to attempt to simultaneously establish (and maintain) linking transformations not just from test X to test Y, but from test X (i.e., AzMERIT) to tests Q, R, S, and T (other hypothetical assessments on the menu). To accomplish this vendors for different assessments would need to collaborate with ADE (and ADE’s vendor for the AzMERIT, presently AIR) on joint data collection and analysis designs. Vendors would also have to establish a common approach to the way they maintain test security and provide students with testing accommodations. The logistical challenges involved in facilitating this sort of collaboration between vendors and ADE would be daunting.

The issues above were discussed during a two-day meeting of the state’s technical advisory committee (TAC) on November 7-8, 2016. The most constructive suggestion for a path forward was that if the state placed high value on flexibility and the need to reduce duplicative testing that this could be accomplished for grade 11 with the menu of assessments plan provided that the scores from these assessments would not be used for the achievement and growth components of the state’s accountability ratings for schools. Instead, the state could take advantage of ESSA’s flexibility to use *participation* in one assessment from the menu of assessments as part of a college readiness indicator. For high schools, grade 9 and 10 AzMERIT scores would continue to provide evidence relevant to achievement and growth for school-level accountability. If the use of test scores for purpose of school accountability were to be removed, then the issue of score comparability among assessments within an 11th grade menu would no longer be a predominant concern. It would be up to students and parents to decide on an assessment, and only they would assume the consequence of inadvertently choosing the “wrong” assessment.

Evidence Requirements for Stipulations E.1-E.3

Our recommendations above notwithstanding, for any vendor seeking to demonstrate the ability to fulfill stipulations E.1-E.3:

1. With respect to evidence for validity (i.e., E.1-E.2), vendors should use Chapter 1 from the AERA/APA/NCME’s *Standards for Educational and Psychological Testing* as a framework.
 - a. As Chapter 1 makes clear, a critical starting point is to establish the intended uses and interpretations for its test scores, and these intended uses and interpretations need to be specific to Arizona’s context.
 - b. Next, the vendor should establish whether the validity evidence it has already gathered can be reasonably generalized to Arizona’s educational context.
 - c. Finally, different forms of validity evidence should be organized with respect to (1) content-oriented evidence (in particular, evidence that the vendor’s items

and test blueprint are adequately aligned to the state’s academic standards), (2) evidence regarding cognitive processes, (3) evidence regarding internal structure, (4) evidence regarding relationships with conceptually related constructs, (5) evidence regarding relationships with external criteria, and (6) evidence based on consequences of testing.

2. With respect to evidence for reliability (i.e., E.1), vendors should use Chapter 2 from the AERA/APA/NCME’s *Standards for Educational and Psychological Testing* as a framework. In particular (e.g., Standard 2.14), vendors need to provide information not just about overall reliability estimates and the unconditional standard error of measurement, but also for conditional standard errors of measurement for students at different locations on their scale score continuum.
3. With respect to evidence of comparability (E.3), vendors should use Standards Cluster 3 (Standards 5.12-5.20) from Chapter 5 of AERA/APA/NCME’s *Standards for Educational and Psychological Testing* as a framework.
 - a. Vendors should clarify whether (and on what grounds) they believe that scores from their assessment can be equated with the AzMERIT, made comparable via scale aligning techniques, or predicted from AzMERIT scores.
 - b. Vendors should provide concrete plans for analyses and criteria that they would enact to evaluate, on an ongoing basis, the population invariance of any proposed links between tests. A proposed data collection design should be part of these plans.
 - c. Vendors should specify steps they will take to ensure comparability with respect to test security, universal design and testing accommodations.

References

Holland, P. & Dorans, N. (2006). Linking and Equating. In R. Brennan (ed) *Educational Measurement*, 4th Edition.

AERA/APA/NCME (2014) *Standards for Educational and Psychological Testing*. https://www.ncme.org/ncme/NCME/Publication/Testing_Standards/NCME/Publication/Testing_Standards.aspx?hkey=c5136771-5475-4ba9-8132-9bcc1ca5a277

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding Move On When Ready and the Cambridge International Examinations Assessment System

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Move On When Ready (MOWR) initiative is an innovative performance-based initiative at the high school level designed to increase student academic achievement and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provide a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, a performance-based high school diploma available to students who demonstrate they are college and career ready, and the implementation of Board Examination Systems, which are coherent and aligned instructional systems.

On January 24, 2011, the State Board of Education approved providers of Board Examination Systems for use in Arizona, including course offerings and assessments from Cambridge International Examinations.

The Center for the Future of Arizona will provide a brief update on the Move On When Ready Initiative. As part of the update, Cambridge International Examinations will make a brief presentation on the Cambridge International Examinations assessment system.

Attached is the presentation from the Center for the Future of Arizona and Cambridge International Examinations.

Recommendation to the Board

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

Contact Information:

Amanda Burke, Senior Director, Education and Workforce, Center for the Future of Arizona

Move On When Ready and the Cambridge Assessment System

Presentation to the Arizona State Board of Education

January 23, 2017



CAMBRIDGE
International Examinations

Learn • Discover • Achieve

Amanda Burke

**Senior Director,
Education and Workforce**

**Center for the
Future of Arizona**



Mission:

Help define and shape Arizona's future through an action-oriented agenda that drives economic prosperity, quality of life and civic health.

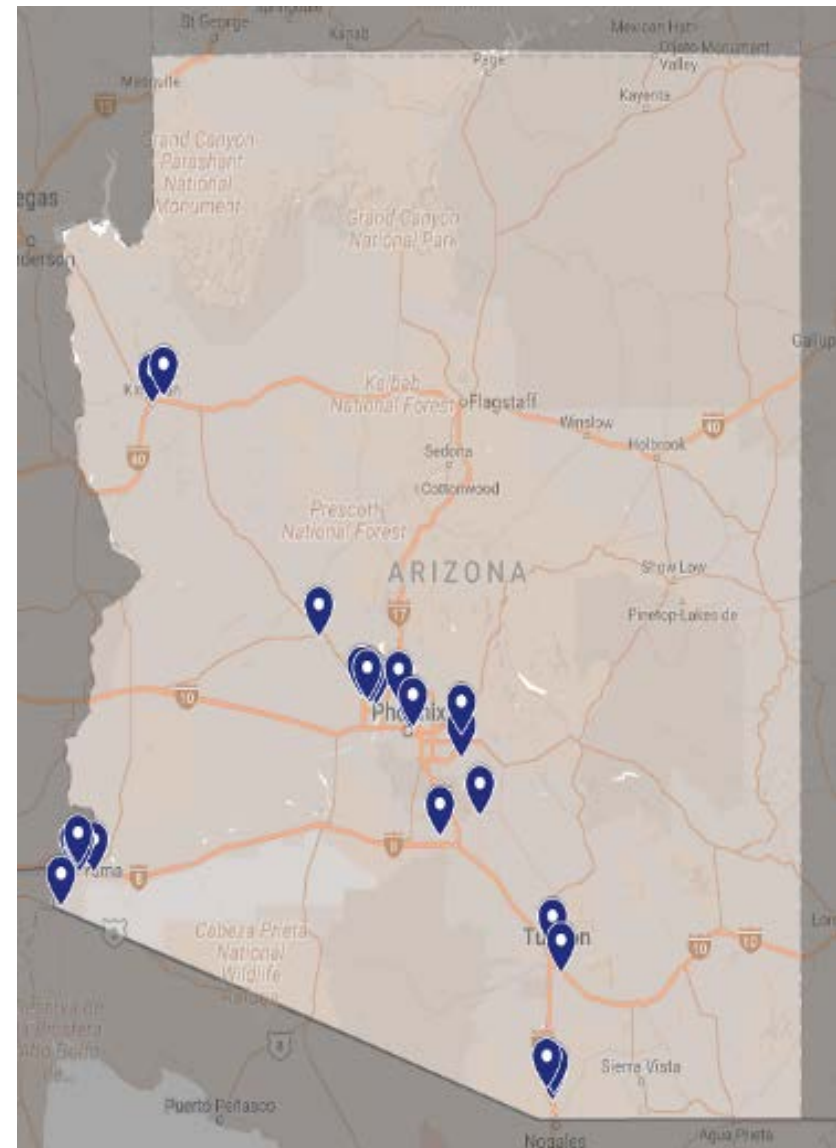
Mastery, Not “Seat Time”

Move On When Ready provides a **personalized pathway** to high school graduation for every **individual learner** that results in **readiness for college level work.**



Partner Schools: Reflective of Arizona Public School Population

- 21 High Schools
- 12 K-8 Schools
- Urban, rural, and suburban schools
- District and charter schools
- 56% Low-income students
- 51% Latino students





Impact in Arizona Schools

- 30,000+** Students engaged in Move On When Ready and Cambridge since 2011
- 178** Students earned the performance-based Grand Canyon High School Diploma since 2013
- 129** Students earned **151** prestigious Cambridge Learner Awards in since 2015
- 175+** Teacher professional development events impacting more than **650** teachers since 2011

Roddy Gillespie

**Director of Assessment
and Research**

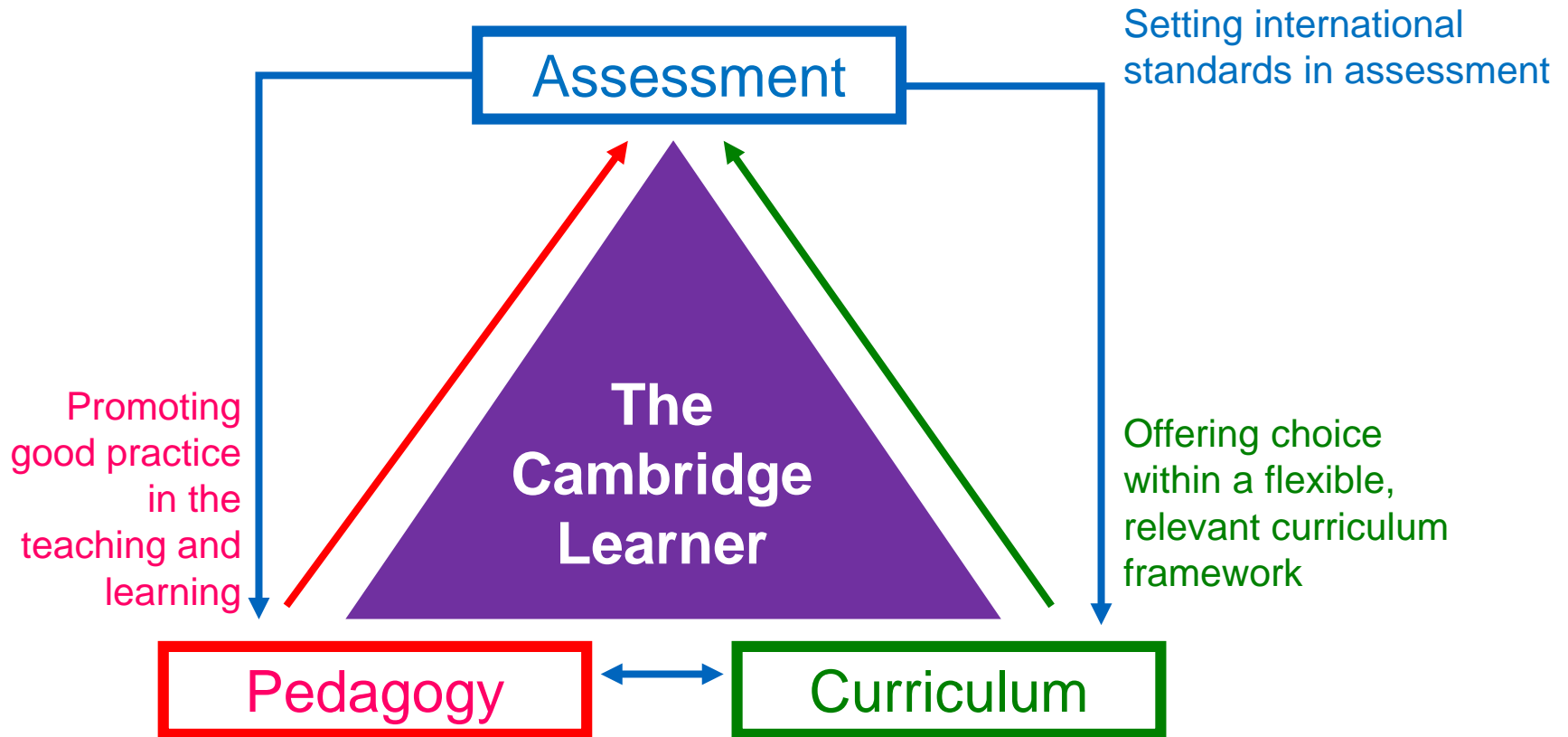
**Cambridge International
Examinations**

Cambridge educational philosophy

We believe that our educational programmes, qualifications and assessments

- promote excellence through quality curriculums, syllabuses and assessments through positive learning experiences and outcomes and achievement levels
- closely align our curriculum, subject, syllabus, assessment and desired learning expectations
- offer flexibility, choice and a framework for learning and development
- are led by meaningful learning opportunities and skills development in appropriate and challenging contexts
- provide good progression, maximise curricular continuity and are focused
- benefits considerable from research finding and evidence from best international practice

Our educational vision



Cambridge Approaches to Assessment (1)

	Award Based – judgement ‘review and award’	Psychometric – measured ‘data accumulation’
Approach	Design → Review → Administer → Outcome → Grade/Award → Endorse	Design → Validate → Pre-test → Bank → Administer → Outcomes
Context	<ul style="list-style-type: none"> • Socially constructed • Different skills assessed in components • Curriculum-embedded 	<ul style="list-style-type: none"> • Latent trait is assumed, • Tasks can elicit behaviours which are a proxy for those traits
Test Spec	<ul style="list-style-type: none"> • An emphasis on validity • Complex assessment design/structure based on the whole syllabus • Captures AOs via synoptic examinations 	<ul style="list-style-type: none"> • Goal is to quantify reliability • Unidimensional test structure • Standardised assessments and associated objective item types.
Setting	<ul style="list-style-type: none"> • Content from the syllabus is sampled • A variety of item types, including extended response questions, is valued • Items are often dependent on each other, with a number of questions linked to one stimulus • Score distribution is not necessarily expected to be normal • Items are not reused 	<ul style="list-style-type: none"> • Concrete guidelines for selecting items and building scales • Explicit, testable models of dimensionality • Item independence is assumed • Items linked to specific k, u & s and placing these on a specific measurement scale • A normal distribution is required to fit the model’s assumptions • Items are reused

Cambridge Approaches to Assessment (2)

	Award Based	Psychometric
Pre-testing	<ul style="list-style-type: none"> Pre-testing very infrequent and post marking awarding and grading takes accounts of variation in score distribution over series 	<ul style="list-style-type: none"> Pre-testing yields item level performance data and informs grade setting Items selected from a pool with known properties of difficulty and discrimination allowing grade boundaries to be set in advance Quality control through bias analyses and checks at pre-test stage
Admin	<ul style="list-style-type: none"> Each Examination QPs/MSs is 'unique' and kept secure until administered, then 'past papers' are made publically available 	<ul style="list-style-type: none"> Secure administration (i.e. tests are not made public) allows re-use of items and data accumulation
Marking	<ul style="list-style-type: none"> Requires professional judgement and subject understanding Uses 'Marker Check' and 'Grade Review' procedures Grades can be challenge through 'Enquires about Results' or 'Appeals' 	<ul style="list-style-type: none"> Goal is to ascertain how much of score variance is 'true', i.e. reduced error and standardise tests Generalisability used to decompose errors
Grading	<ul style="list-style-type: none"> Purpose is to maintain standards series-on-series and across time zones Grading procedures uses professional judgement supported by statistical indicators Threshold Grade Boundaries set on total mark for each component - now published 	<ul style="list-style-type: none"> Statistical modelling used to ensure comparability over time or parallel tests. Tend not to use post marking awarding and grading process Evaluation is through test administration stage



For more information, please contact:

Amanda Burke
Senior Director, Education and Workforce
Center for the Future of Arizona
amanda.burke@arizonafuture.org
www.arizonafuture.org

Roderic Gillespie
Director of Assessment
Cambridge International Examinations
www.cie.org.uk





REFERENCE

A Rigorous, College and Career Readiness System

- Voluntary program established in state law in 2010.
- Students work within rigorous State Board-approved instructional systems (e.g. Cambridge)
- Students work towards demonstrating college readiness on a series of **curriculum-based Cambridge IGCSE exams** in all core subject areas (math, ELA, science, history, fine arts/CTE) before they leave high school.
- Students advance based on their **mastery of knowledge and skills - not seat time**.
- Schools analyze exam data and provide personalized support to help every student reach the college-ready performance standard in all subject areas.
- Earning the Grand Canyon High School Diploma signifies a student is ready to do **college-level work without remediation**.
- The diploma opens up many education and career options within and beyond high school.

Past State Board Actions

- 2010** Selected the Center for the Future of Arizona to manage and oversee the Move On When Ready initiative.
- 2011** Established the rules for the Grand Canyon High School Diploma.
- 2011** Approved the aligned instructional systems available to schools for Move On When Ready (Cambridge, ACT Quality Core, Advanced Placement, International Baccalaureate).
- 2012-15** Approved the college-ready qualification scores for all Move On When Ready subject area exams required for the Grand Canyon High School Diploma.
- 2014** Created a “standard diploma” option for students in the Move On When Ready program.
- 2015** Approved technical amendments to the Grand Canyon Diploma and college-ready qualification scores in English and Math
- 2016** Renewed the Center for the Future of Arizona’s contract to manage and oversee the Move On When Ready initiative

The Grand Canyon Diploma – In Arizona State Statute

- "**Grand Canyon diploma**" means a high school diploma that is offered to any student **who demonstrates readiness for college level mathematics and English** according to standards prescribed by an interstate compact on board examination systems, **who has passing grades on an additional set of required approved board examinations in core academic courses as determined by the state board of education**, including the arts, history and science, and who successfully completes a course in economics. *A.R.S. § 15-792.01*
- "**Readiness** for college level mathematics and English" means that a student has the English and mathematics skills and knowledge needed to succeed in college level courses that count toward a degree or certificate **without taking remedial or developmental coursework**. *A.R.S. § 15-792.01*
- Pupils who earn a Grand Canyon Diploma are entitled to **all the rights and privileges of a person who graduates with a high school diploma** issued pursuant to this section, **including access to postsecondary scholarships and other forms of student financial aid and access to all forms of postsecondary education**. *A.R.S. § 15-701.01(L)*

The Grand Canyon Diploma – Requirements at Cambridge Schools

- Take and pass all 7 Cambridge IGCSE exams in these subject areas: English, Math, History, Science
- Meet the college-ready qualification score on 5 Cambridge exams across every subject area
 - First Language English
 - Mathematics Extended
 - History (World or American)
 - Science (Biology, Chemistry, Physics OR Coordinated Science)
 - One additional Cambridge subject area exam
- Successfully complete a fine arts or CTE course and an economics course

CENTER FOR THE
FUTURE OF ARIZONA



The Arizona We Want • The Education We Need

EXECUTIVE SUMMARY

Issue: NAEP 2015 Science Results for Grade 4 and Grade 8 & (Grade 12 National Results only)
--

 Action/Discussion Item Information Item**Background and Discussion**

- The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in *reading, mathematics, science, writing, U.S. history, civics, geography, and the arts*.
- A sample of Arizona schools participated in the National Assessment of Educational Progress for Grade 4 and Grade 8 Science early in 2015. A sample of Arizona Grade 12 students participated at the national level only.
- The NAEP 2015 Science results will be presented in a short power point with time for questions.

Recommendation to the Board

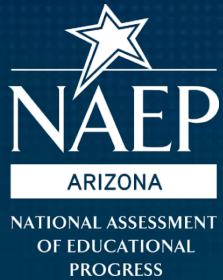
“This item is presented to the Board for information only, and no action is requested.”

NAEP 2015 Science Grade 4 and 8 Results Power Point Slides

See attached

Contact Information: *Dr. Shelly Pollnow, Arizona Director of NAEP/International Assessment Programs*

Ms. Kelly Koenig, Associate Superintendent



NAEP 2015 Science Results

Arizona State Board of Education Presentation January 2017

Dr. Shelly Pollnow

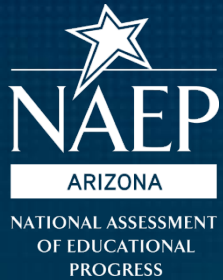
AZ Director of NAEP Program



- Grade 4 Arizona Results
- Grade 8 Arizona Results
- **Grade 12 National Results Only**
- Questions

- AZ Grade 4 made the greatest score gains (11 pts) in the nation from 2009 to 2015
- AZ score gains made at Grade 8 (6 pts) since 2009
- Percentages at or above *Proficient* higher at Grade 4 compared to 2009 percentages
- White–Hispanic achievement 2015 gap narrowed at Grade 8 compared to 2009 gap
- There is no gender score gap in AZ at Grades 4 or 8
- **National results only- no change at Grade 12**

Science Assessment Design

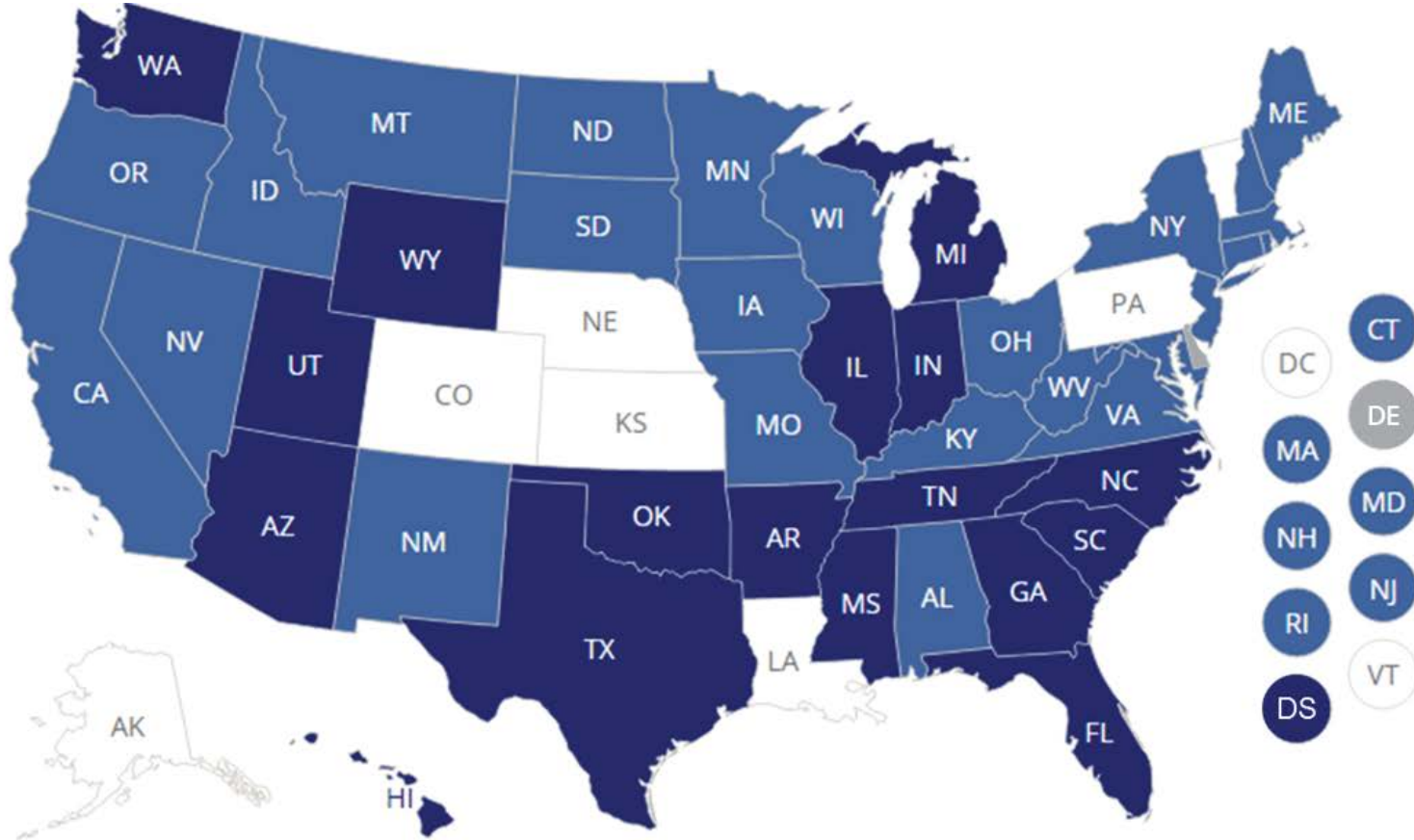


- Percentage distribution of assessment time in 2015 NAEP Science by content area
- Remember Grade 12 is at the national level only

Content area	Grade 4	Grade 8	Grade 12
Physical science	33%	29%	38%
Earth and space sciences	33%	40%	25%
Life science	34%	31%	37%



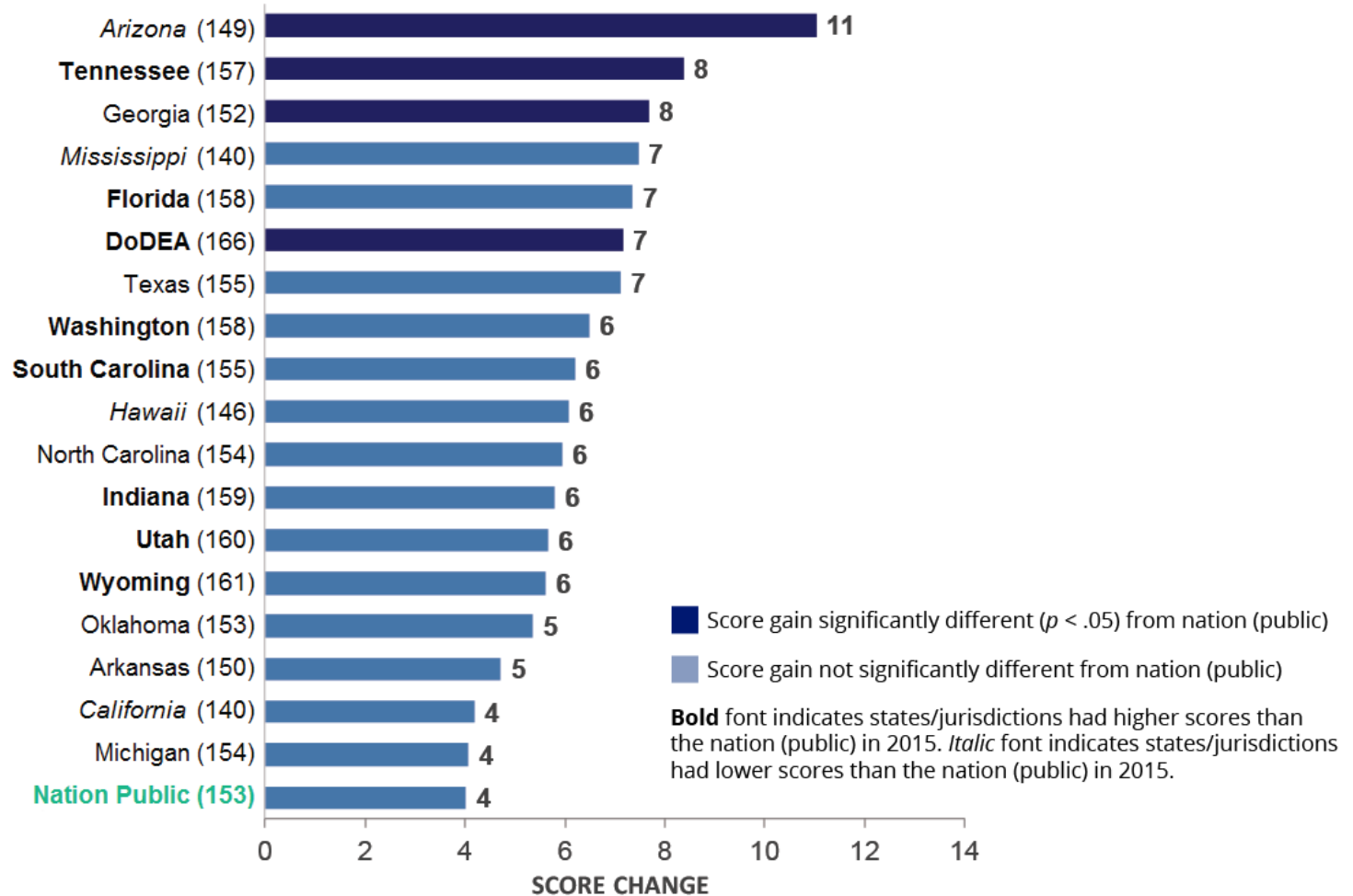
Science scores increased in 18 states/jurisdictions and decreased in 1 state compared to 2009



Score gain
 No significant score change
 Score loss
 No data/not applicable

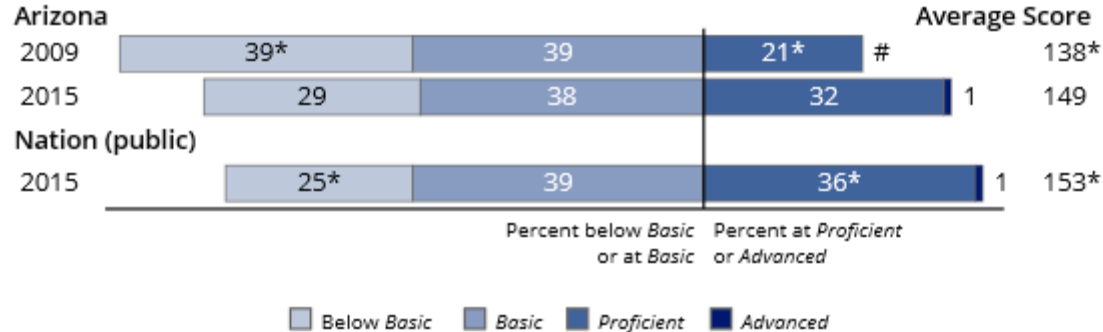
NOTE: DS = Department of Defense Education Activity (DoDEA).

Four states/jurisdictions had greater score gains than the nation since 2009



Grade 4 Science Achievement Level Percentages 2009-2015

Achievement-Level Percentages and Average Score Results



Rounds to zero.

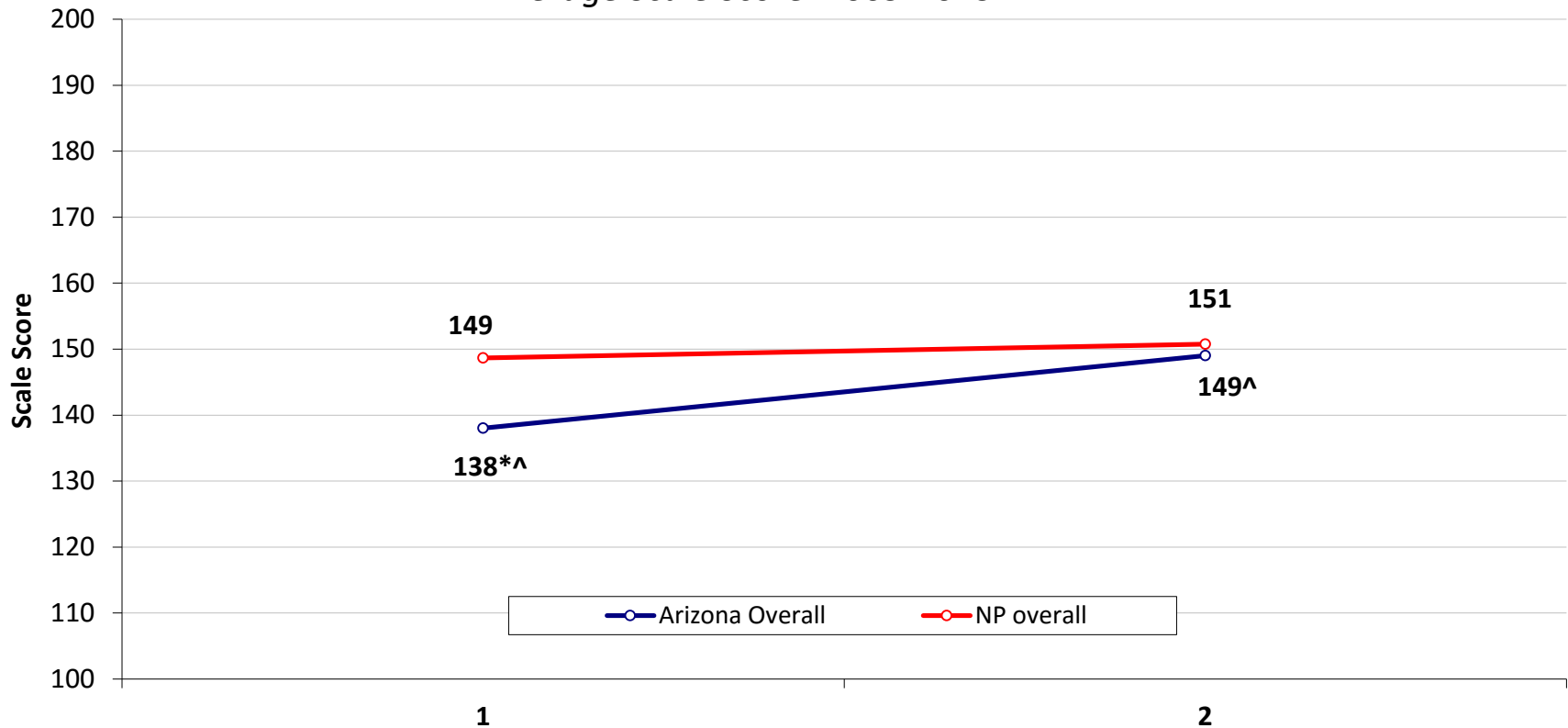
* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

Grade 4 Science Overall Scores 2009-2015

NAEP Science Grade 4 – Overall

Average Scale Score: 2009-2015

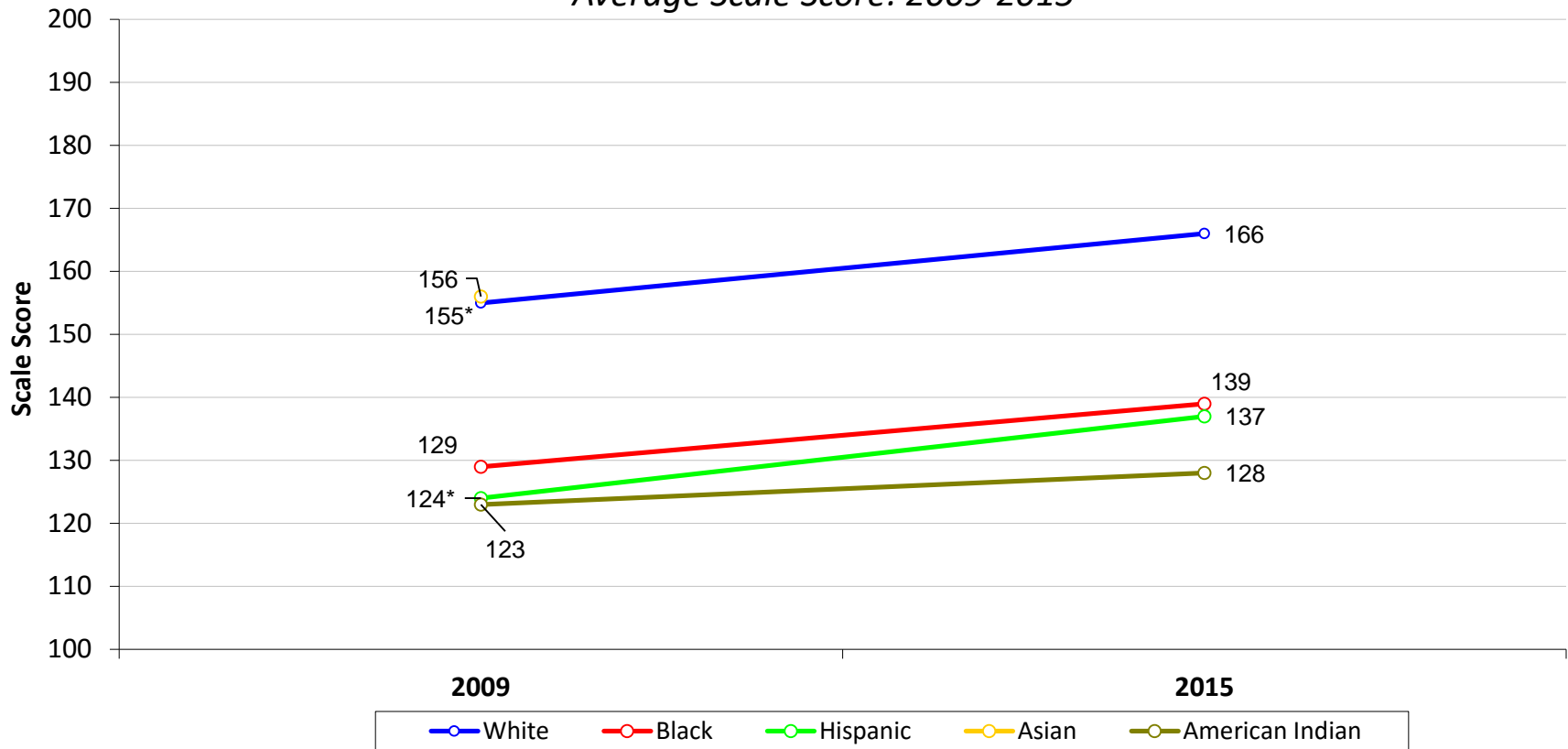


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed difference from Arizona 2015 score is statistically significant ($p < .05$). ^ Observed difference is statistically different from the National Public for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 4 AZ Scores by Race/Ethnicity 2009-2015

NAEP Science Grade 4 – AZ Race/Ethnicity
Average Scale Score: 2009-2015

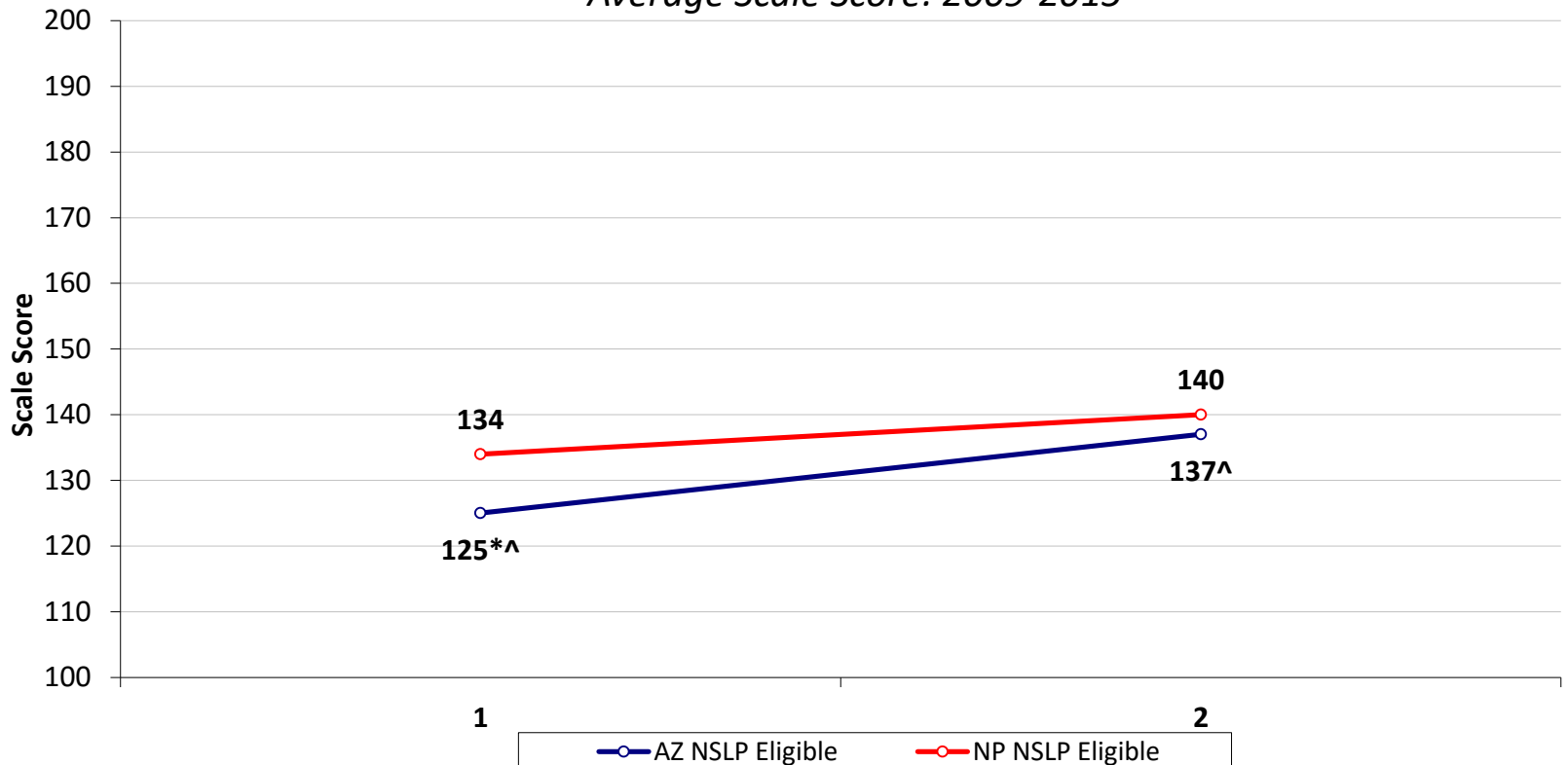


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant ($p < .05$) from 2015 score.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 4 Science Eligible School Lunch

NAEP Science Grade 4 – National School Lunch Program Eligible
Average Scale Score: 2009-2015

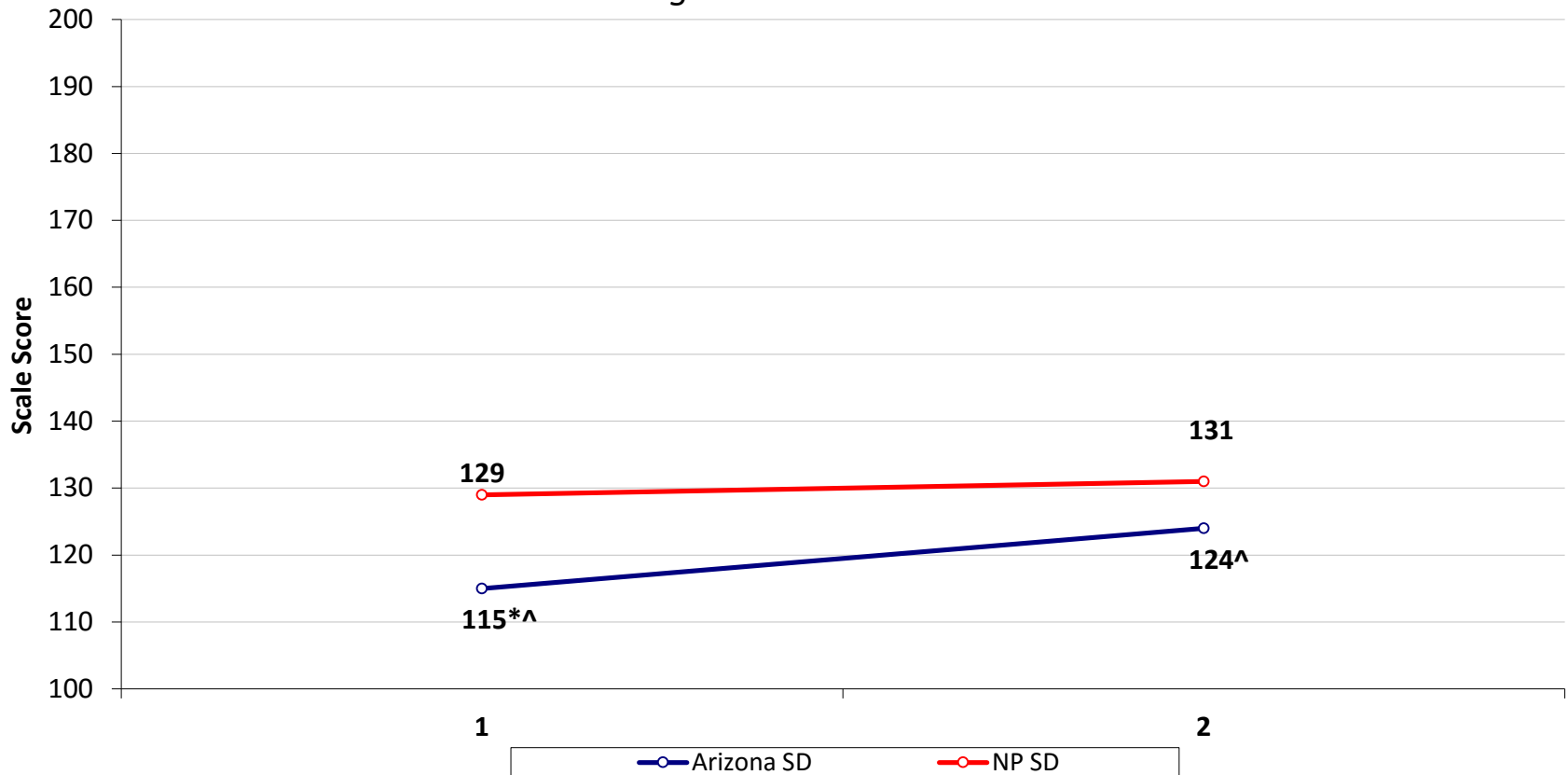


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from Arizona 2015 ($p < .05$). ^ Observed differences are statistically significant from National Public NP for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Science Grade 4 – Students with Disabilities

NAEP Science Grade 4 – Students with Disabilities
Average Scale Score: 2009-2015

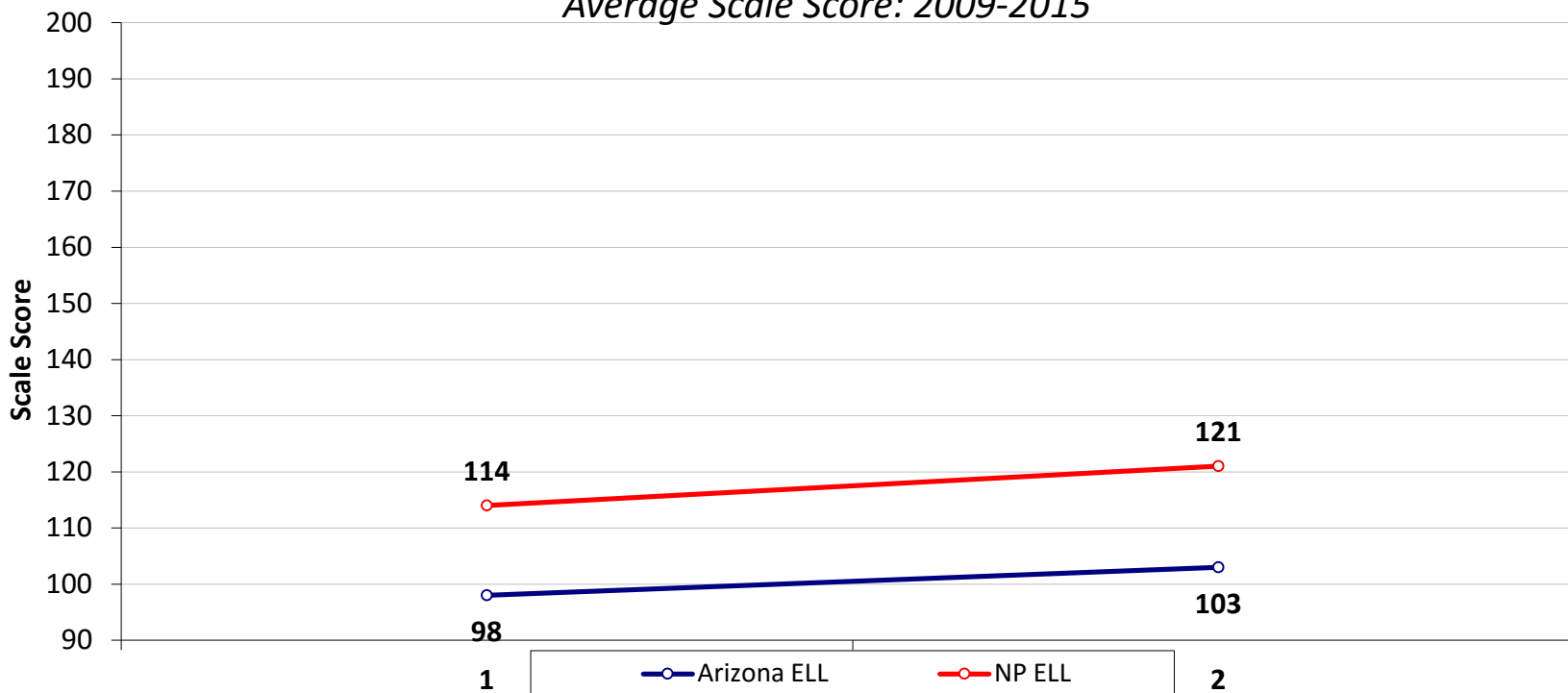


NOTE: The NAEP Science scale ranges from 0 to 300SOURCE: U.S. Department of Education, Institute of Ed. *Observed differences are statistically significant from AZ 2009. ^Observed difference are statistically different from National Public NP for the same year. Source US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Science Grade 4 ELL

NAEP Science Grade 4 – English Language Learners

Average Scale Score: 2009-2015

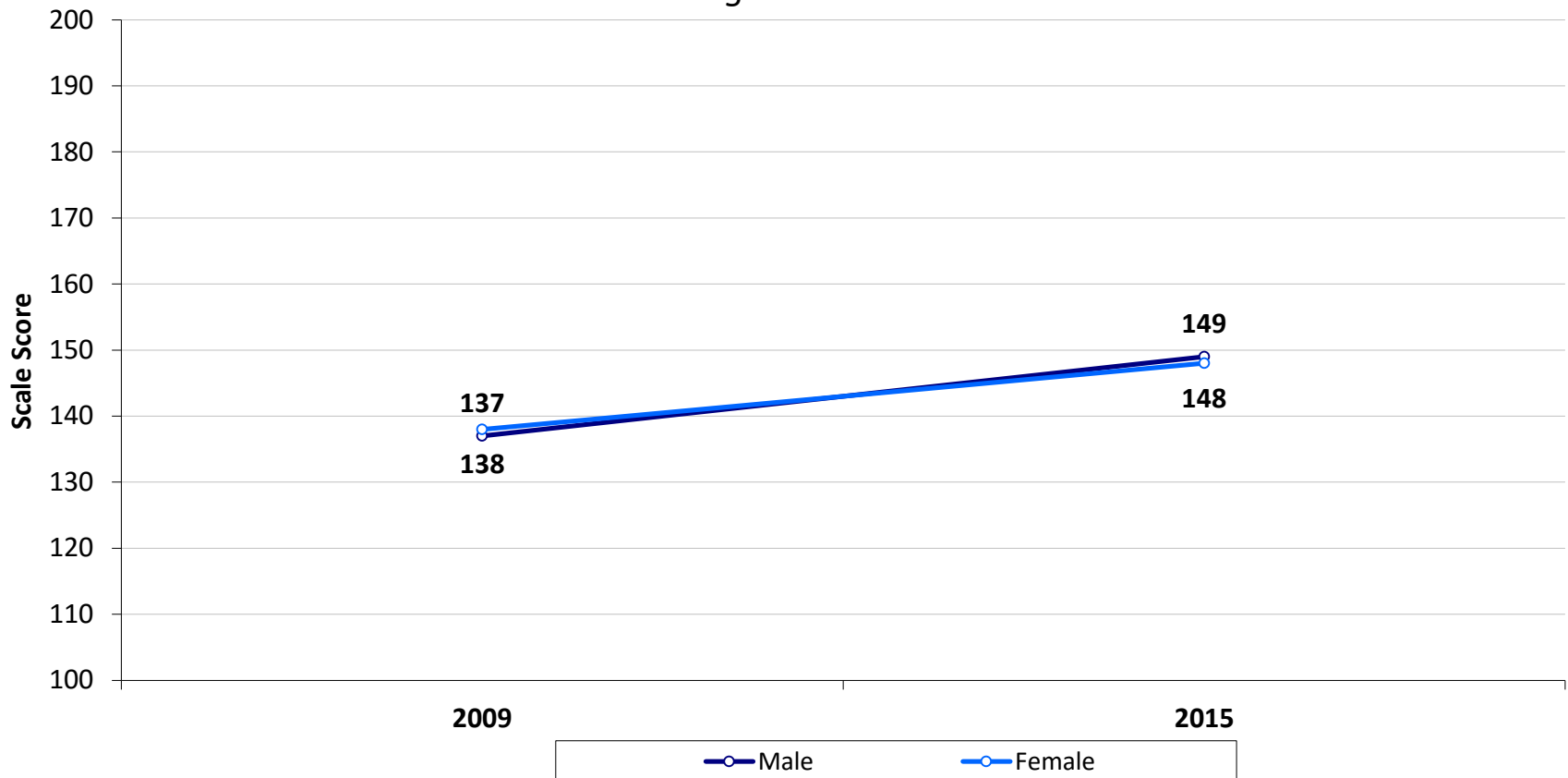


NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically significant at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arizona Grade 4 Scores by Gender 2009-2015

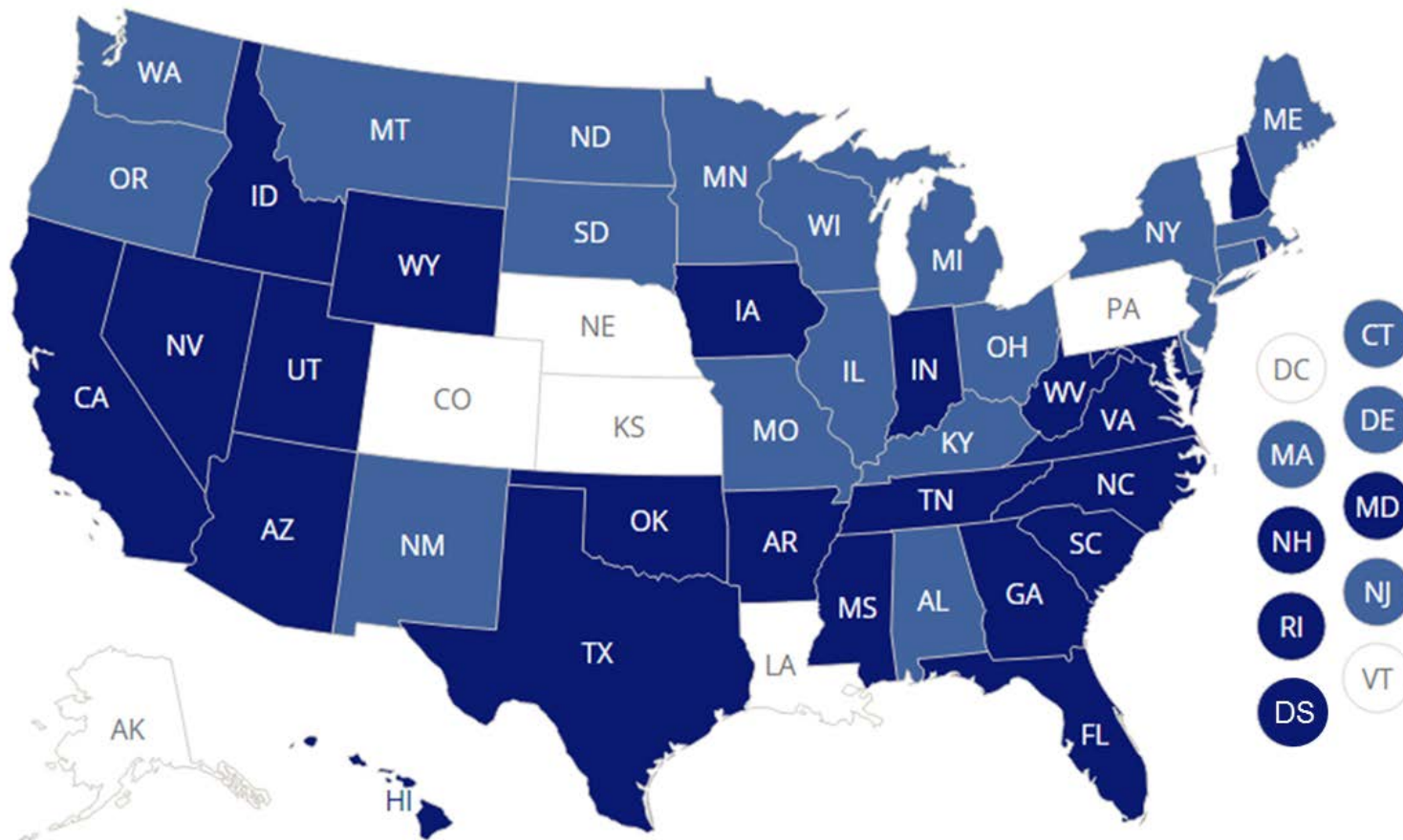
Arizona NAEP Science Grade 4 – Gender
Average Scale Score: 2009-2015



NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically different at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

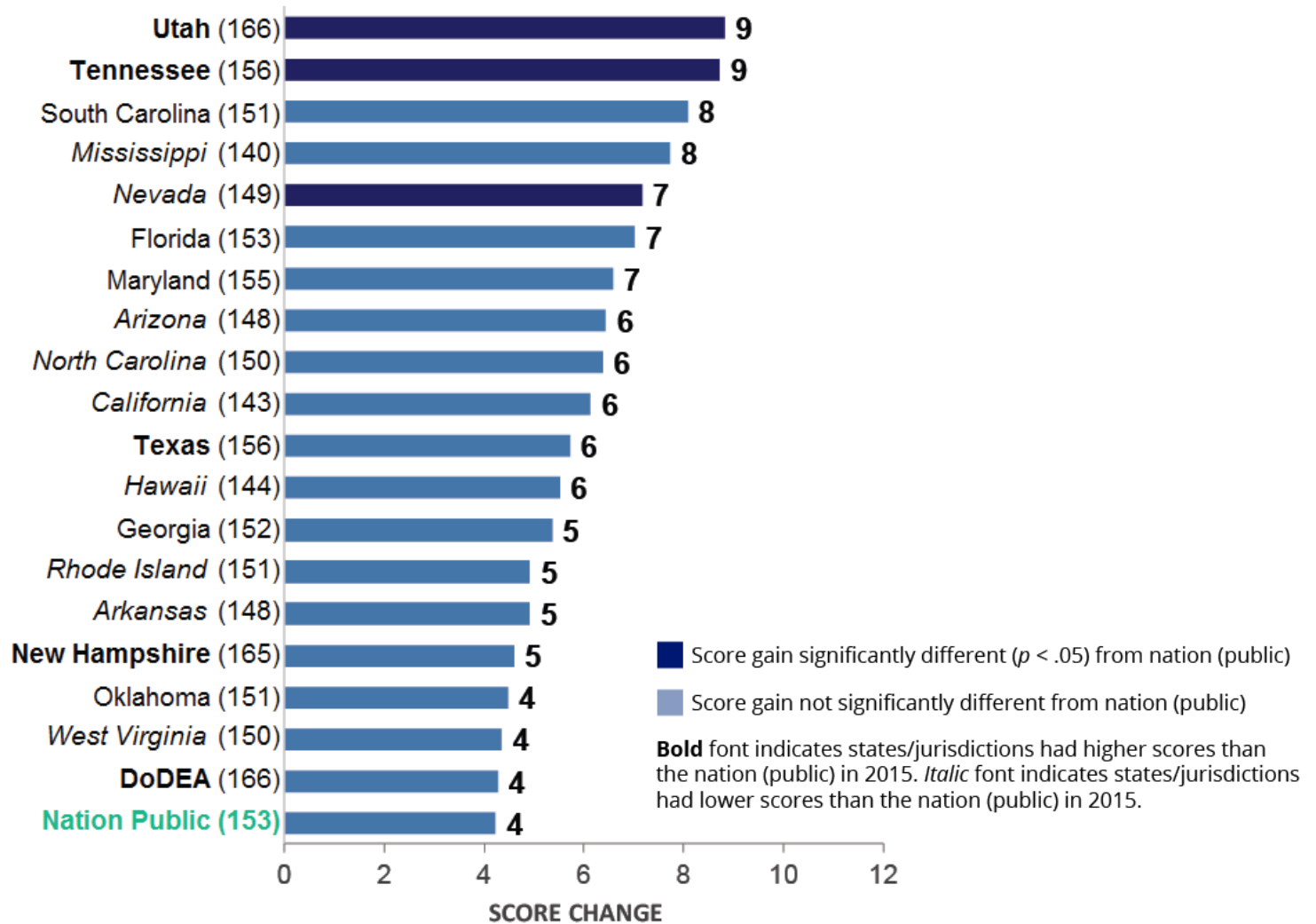
Science scores increased in 24 states/jurisdictions and decreased in none compared to 2009



Score gain
 No significant score change
 No data/not applicable

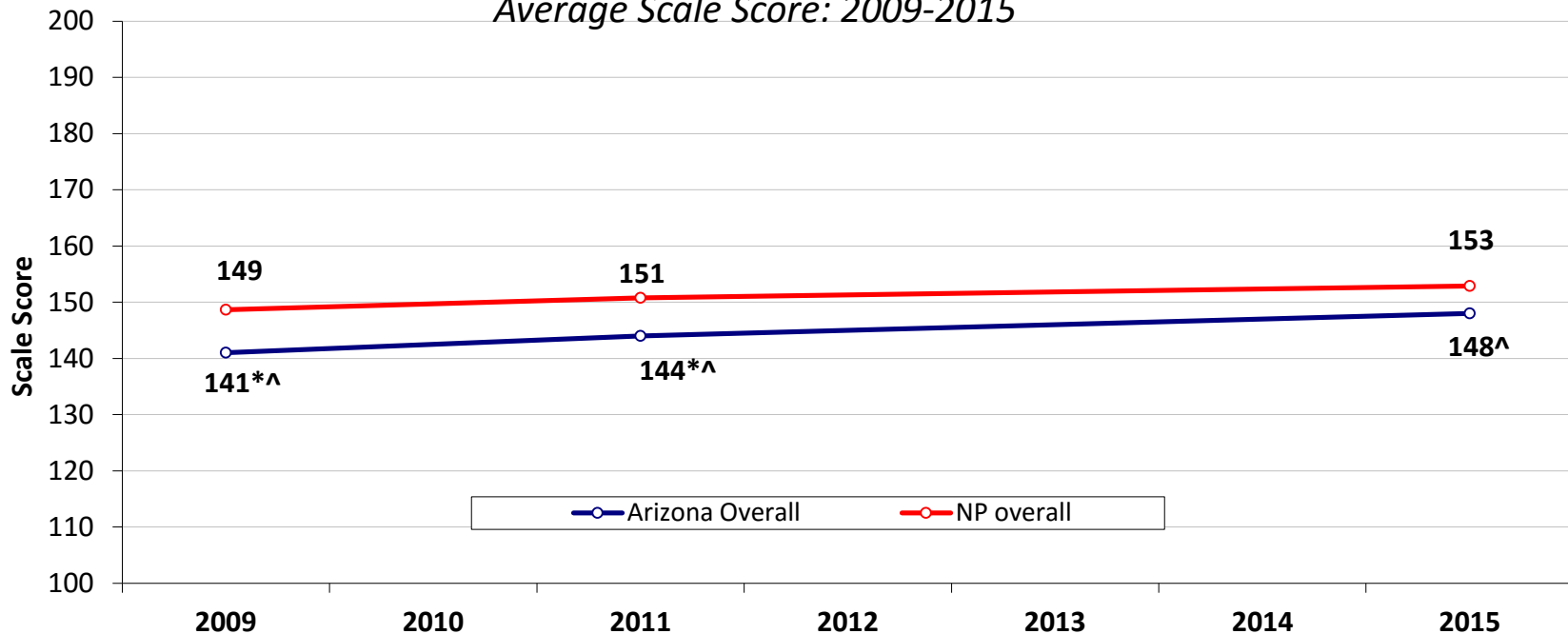
NOTE: DS = Department of Defense Education Activity (DoDEA).

Three states had greater score gains than the nation since 2009



Grade 8 Science Overall 2009-2015

NAEP Science Grade 8 – Overall
Average Scale Score: 2009-2015

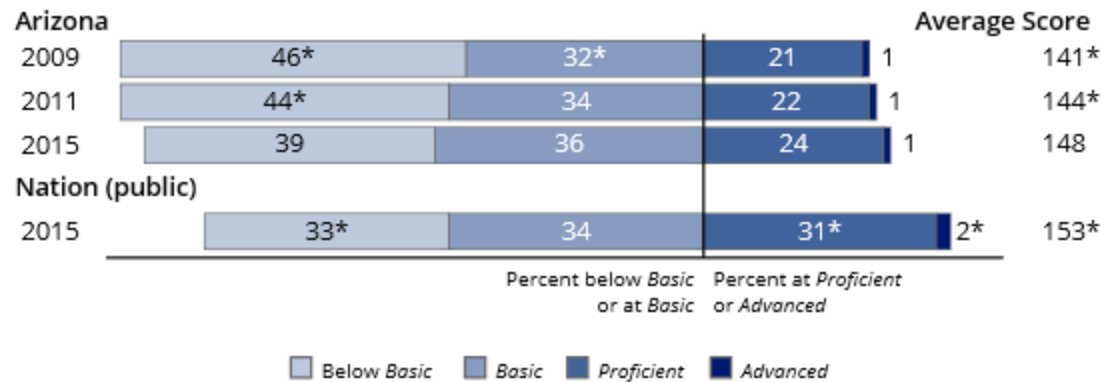


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from 2015 AZ score at $p < .05$. ^ Observed differences are statistically significant from National Public NP in the same year.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Grade 8 Science Achievement Level Percentages 2009-2015

Achievement-Level Percentages and Average Score Results

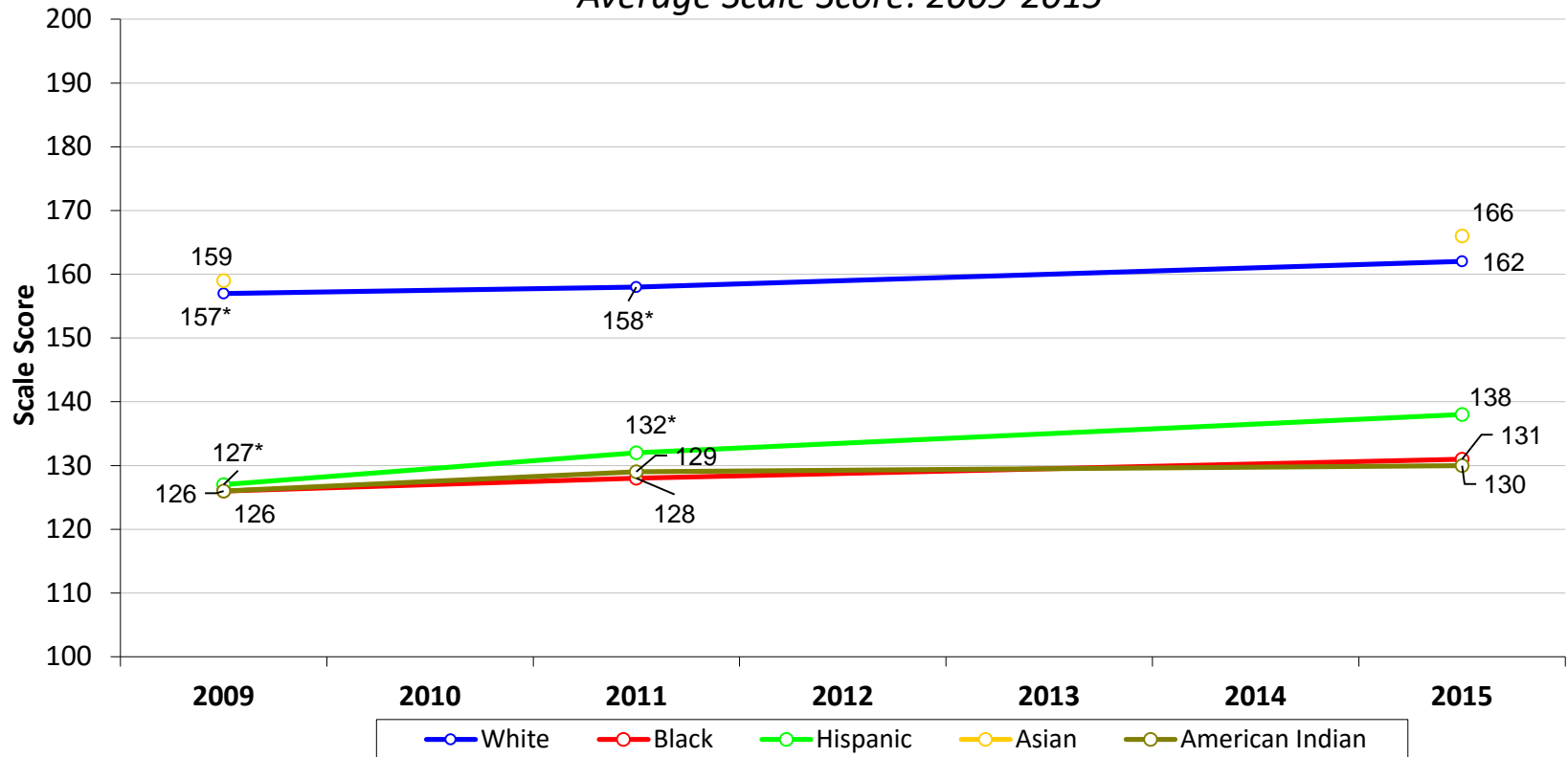


* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

AZ Grade 8 Scores by Race/Ethnicity 2009-2015

NAEP Science Grade 8 – AZ Race/Ethnicity
Average Scale Score: 2009-2015

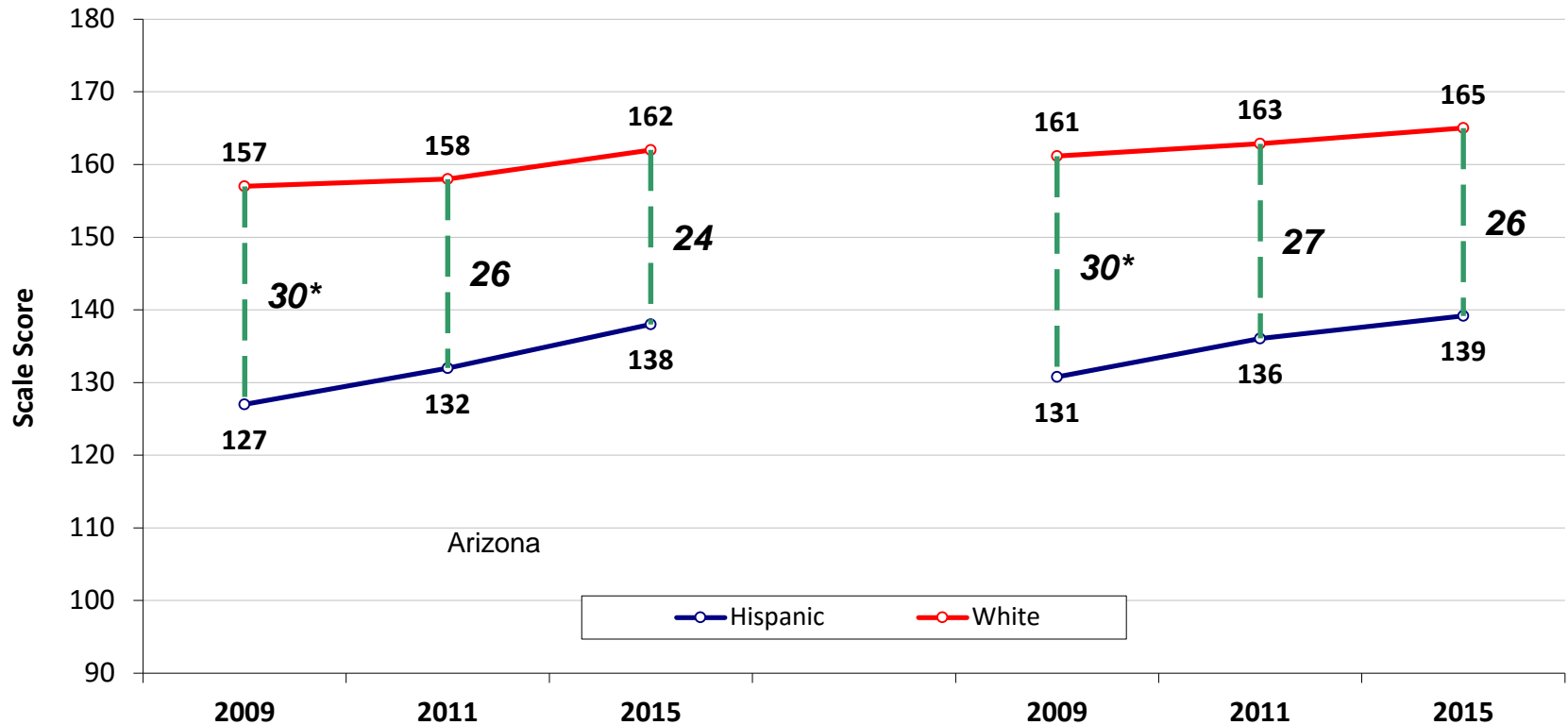


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences statistically significant from 2015 ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Closing of the White/Hispanic Gap Grade 8

NAEP Science Grade 8 – White - Hispanic
Gap - Average Scale Score: 2009-2015

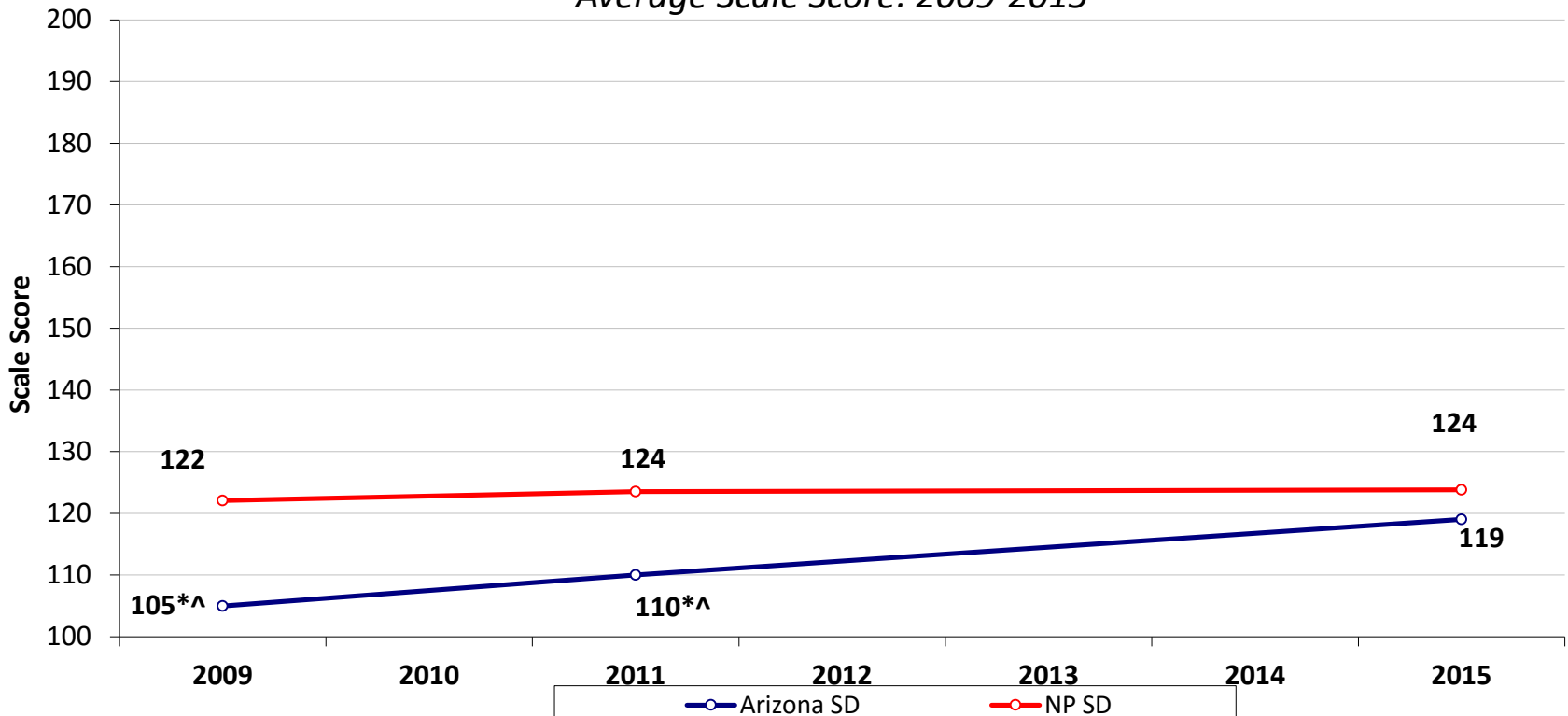


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences are statistically significant from 2015 ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Science Grade 8 Students with Disabilities

NAEP Science Grade 8 – Students with Disabilities
Average Scale Score: 2009-2015

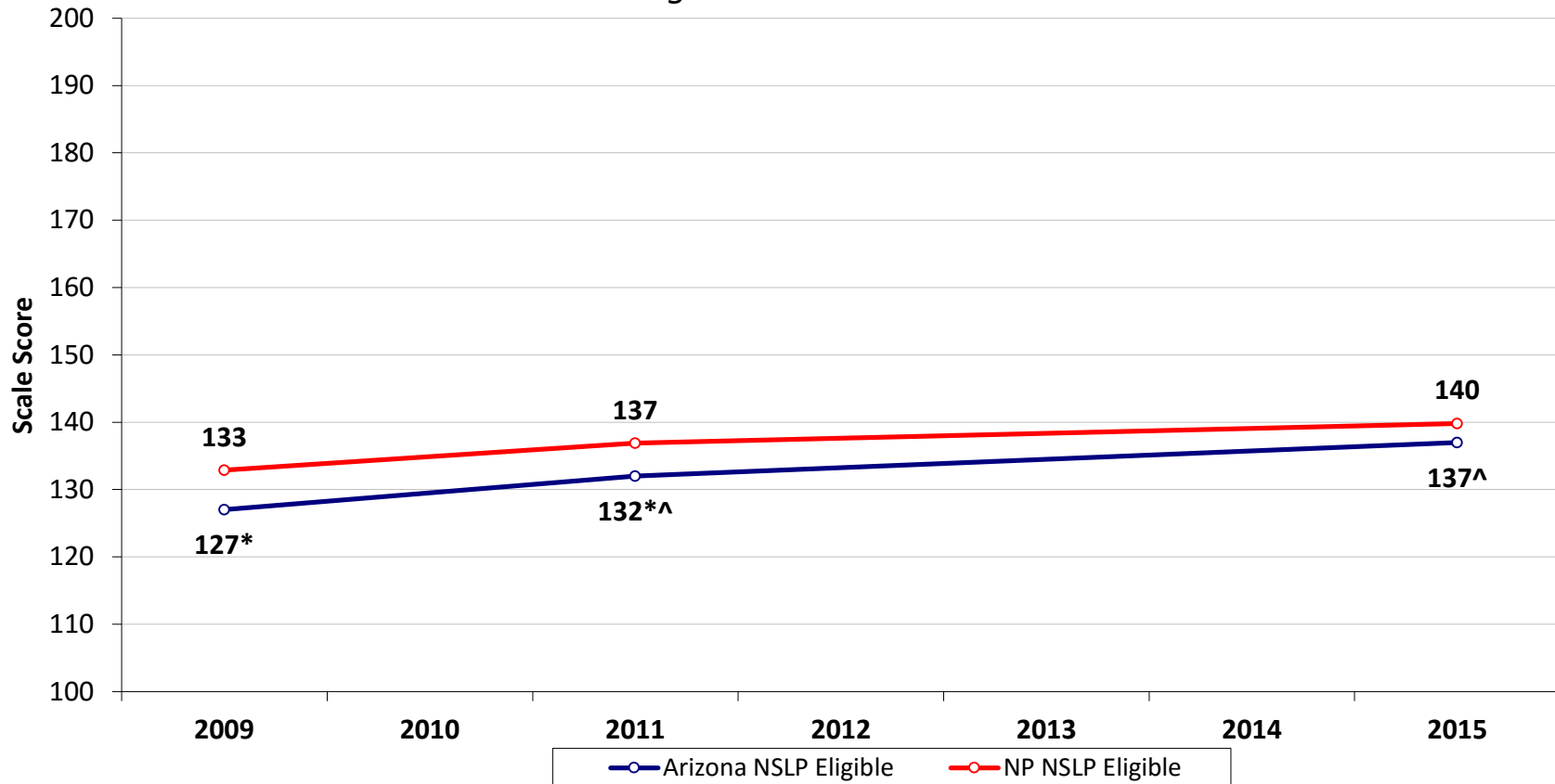


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences are statistically significant from AZ 2015 ($p < .05$). ^Observed differences are statistically different from National Public NP for the same year ($P < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 8 Science Eligible School Lunch

NAEP Science Grade 8 – National School Lunch Program Eligible
Average Scale Score: 2009-2015

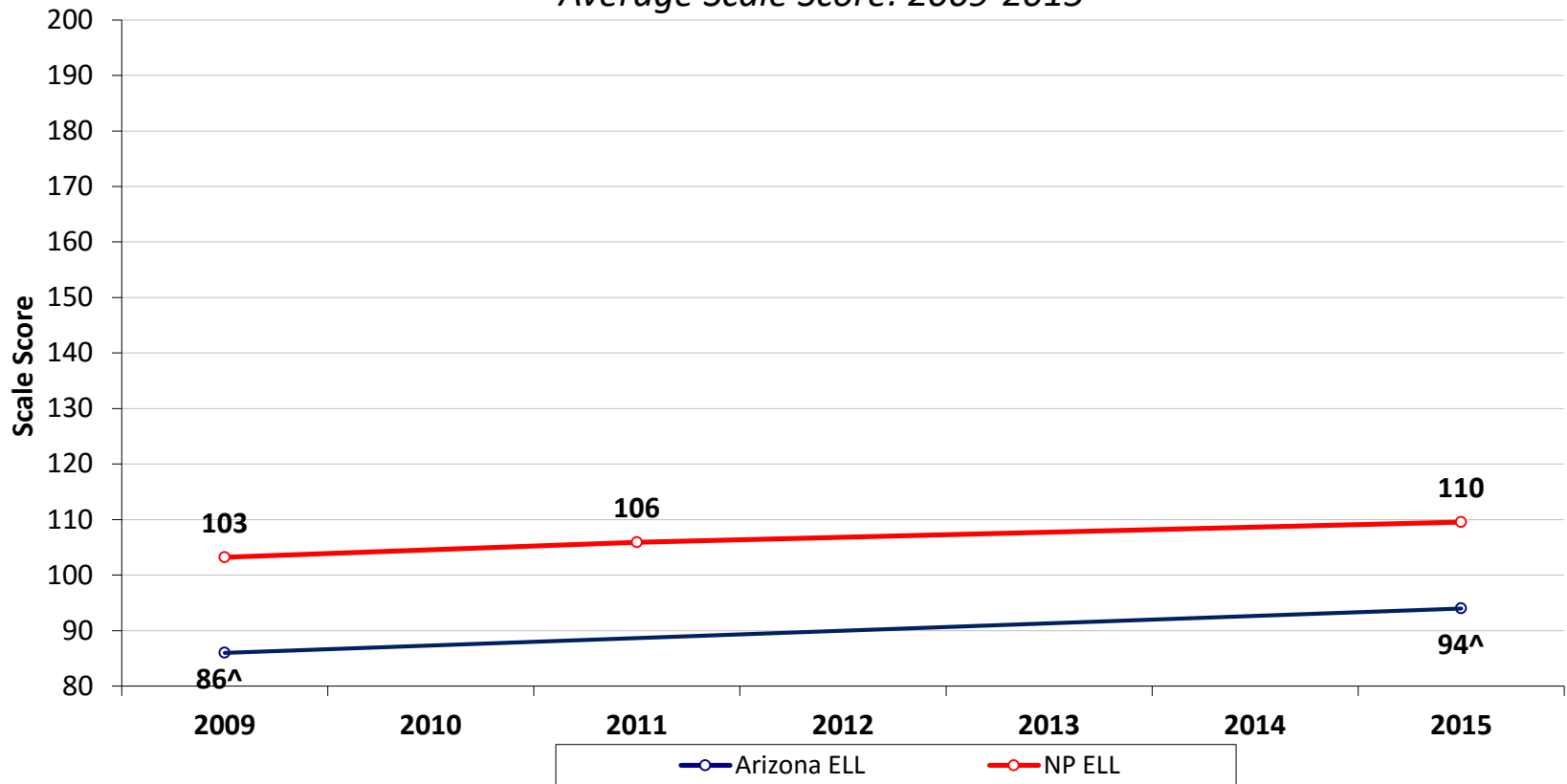


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from AZ 2015 ($p < .05$). ^ Observed difference are statistically significant from National Public NP for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 8 Science ELL

NAEP Science Grade 8 – English Language Learners
Average Scale Score: 2009-2015

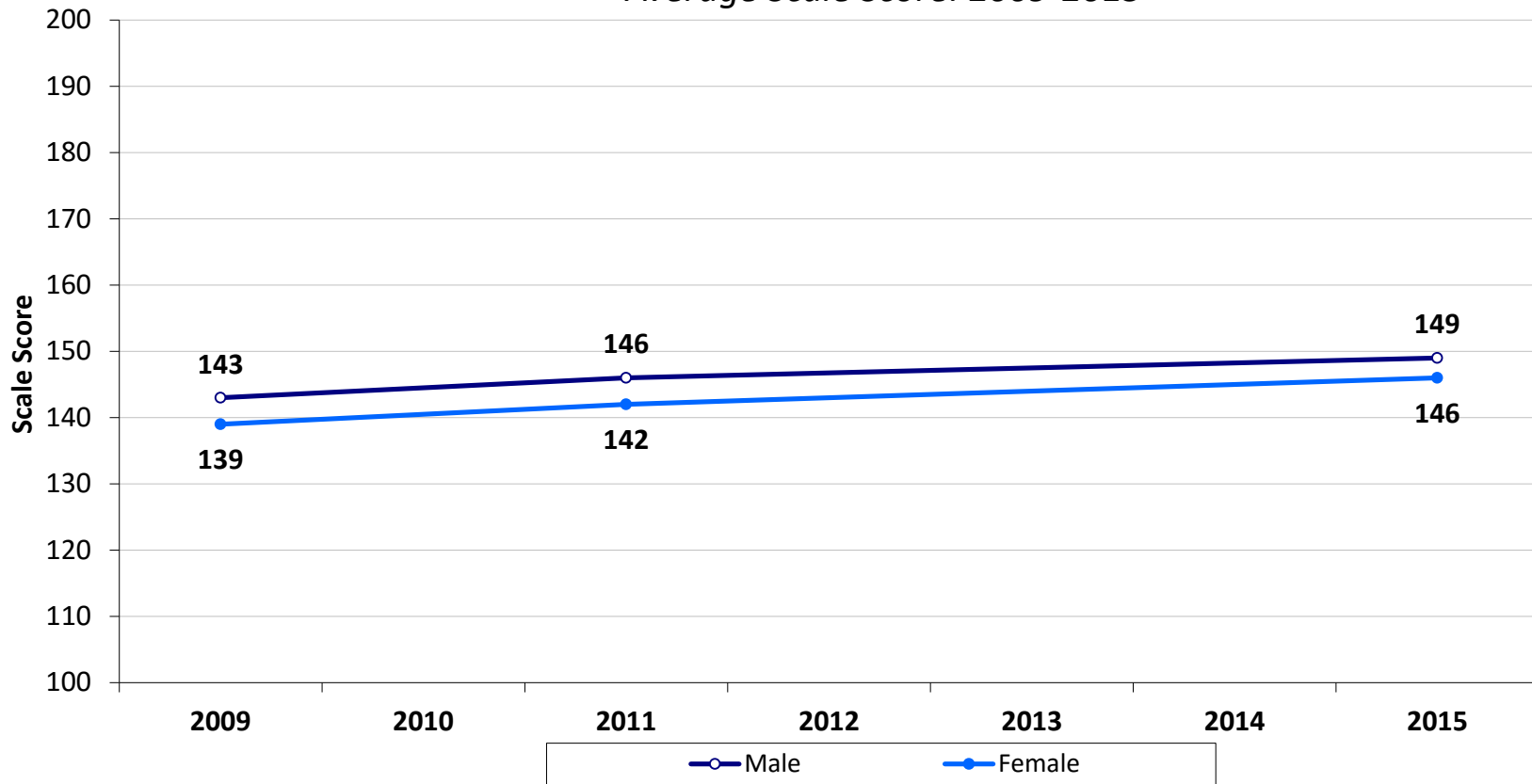


NOTE: The NAEP Science scale ranges from 0 to 300. [^]Observed differences are statistically significant ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arizona Grade 8 Scores by Gender 2009-2015

Arizona NAEP Science Grade 8 – Gender
Average Scale Score: 2009-2015



NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically different at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP 2015 Science

Arizona Leads the Nation in 4th Grade Growth

NAEP 2015 Math, Reading, and Science

Arizona is the only state to have statistically significant increases in Grade 4 and 8 for Math, Reading, and Science from 2009-2015.

AZ Overall Scores	2009	2015	AZ Growth	2015 National Score
4 Math	230	238	+8	240*
8 Math	277	283	+6	281
4 Reading	210	215	+5	221*
8 Reading	258	263	+5	264
4 Science	138	149	+11	153*
8 Science	141	148	+6 (decimal rounding)	153*

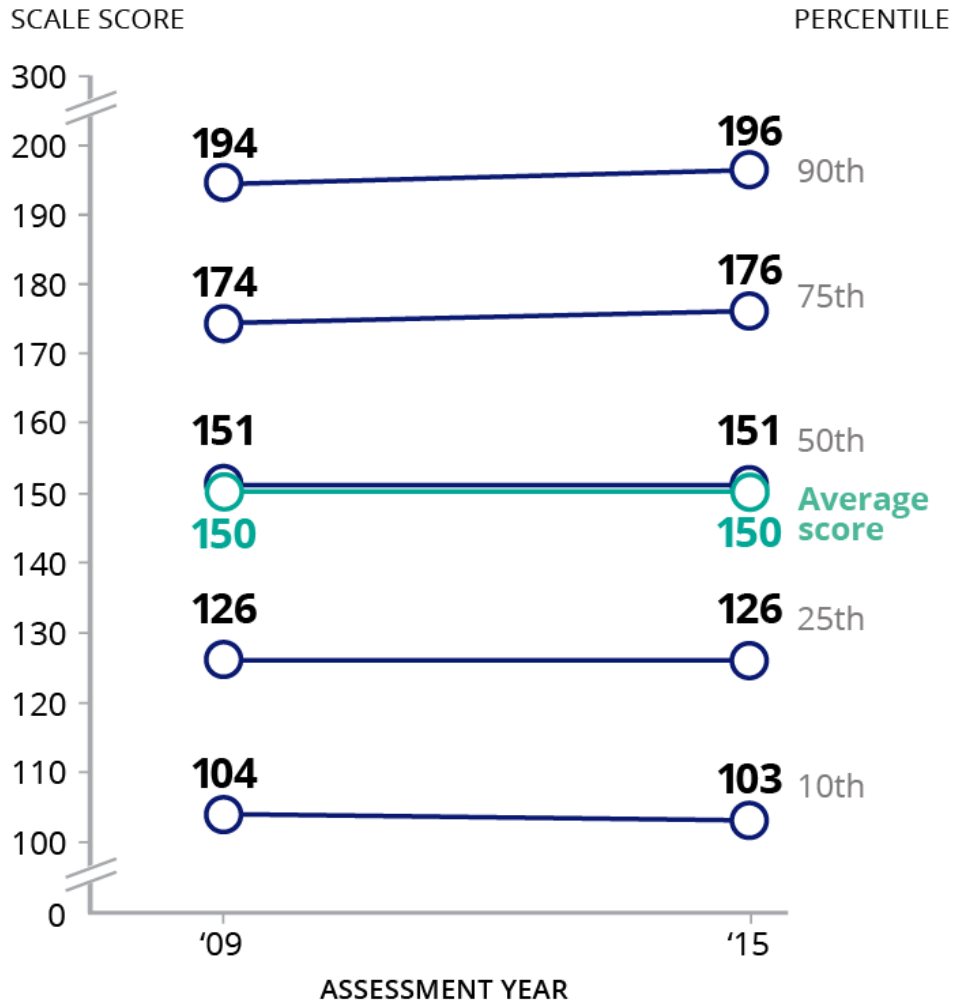
* Observed differences are statistically different from AZ 2015 scale scores at $p < .05$.



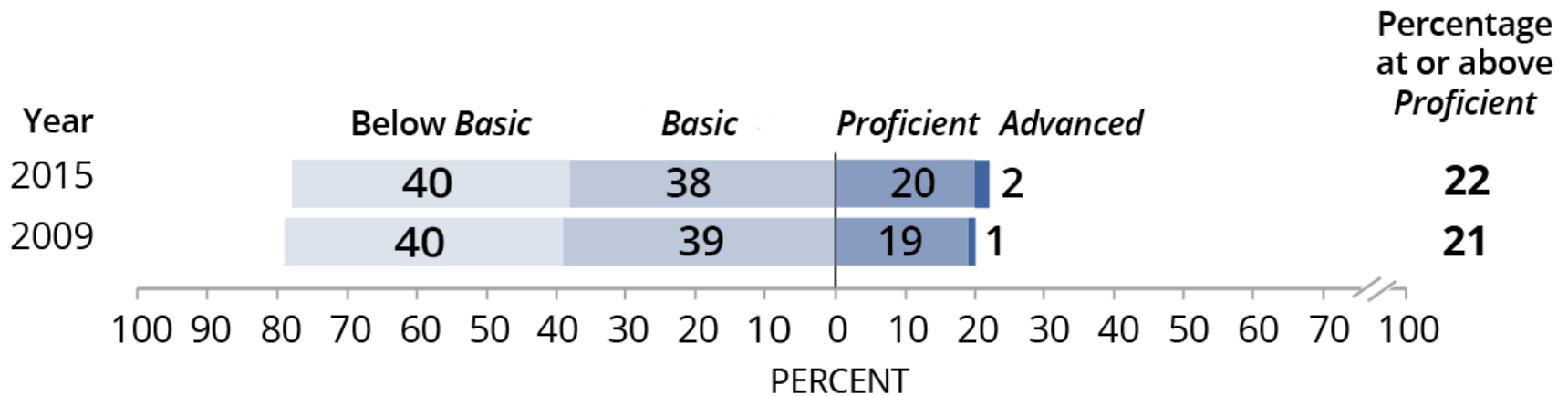
Grade 12 Science Results

Only National Level Results

Twelfth-grade average score no different than 2009

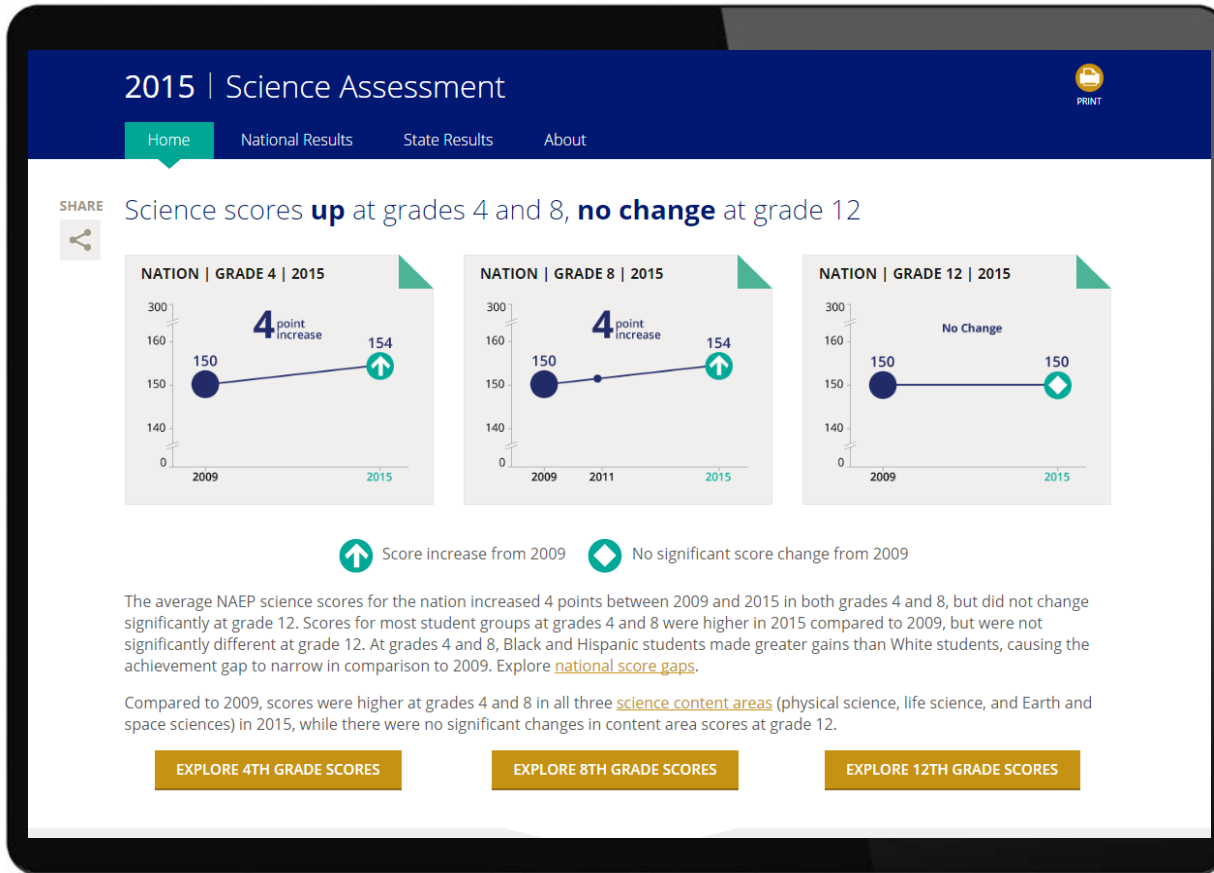


Percentage at or above *Proficient* not significantly different than 2009



NOTE: Detail may not sum to totals because of rounding. The percentage comparisons are based on unrounded numbers rather than the rounded numbers shown in the graphic.

Explore the results online <http://nationsreportcard.gov>



Thank you

Dr. Shelly Pollnow
Arizona Director NAEP/Internationals
Shelly.Pollnow@azed.gov
(602) 364-1583

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking procedures to the proposed rule R7-2-607.01 regarding Certification Subject Areas.

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. Board rule R7-2-607(J) requires teachers in grades 6 through 12 to pass a Board adopted subject knowledge exam if their primary teaching assignment is an academic subject required for high school graduation. Board rule R7-2-607(J) requires these teachers to have the area of demonstrated proficiency specified on their certificate.

Under the No Child Left Behind Act (NCLB), secondary teachers assigned to core academic subject areas were required to be “highly qualified” by having a Bachelor’s degree, full state certification, and demonstration of subject knowledge competency through one of the following:

- A passing score on the appropriate Subject Knowledge exam
- Verification of Highly Qualified status in another state
- A major/24 semester hours of coursework in the subject area
- Earned a minimum of 100 points on the AZ High Objective Uniform State Standard of Evaluation (HOUSSE) rubric in the content area, completed no later than June 30, 2007

Under the Every Student Succeeds Act (ESSA), teachers in Title I schools are required to be “appropriately certified” which is met through compliance with the certification requirements established by the State. Consequently, all teachers are required to pass a subject knowledge exam in order to be “appropriately certified” under ESSA and do not qualify as “appropriately certified” through the use of a HOUSSE rubric or 24 semester hours of college coursework in the subject area.

In order to promote the retention of experienced and effective teachers who were teaching between 2007 and 2016 in core subject areas under a HOUSSE rubric or 24 semester hours of college coursework without passing a subject knowledge exam, the Department is recommending a temporary grandfathering provision to allow teachers to become appropriately certified in a subject if they meet the following requirements:

1. Verification from the LEA that the teacher was highly qualified in the subject as defined by NCLB
2. Verification that the teacher’s most recent evaluation was within the two highest performance classifications
3. Submission of an application for certification to add the approved subject area on or before August 1, 2017

Contact Information:

Kelly Koenig, Associate Superintendent - High Quality Assessments & Adult Ed., Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board approve and close emergency rule making procedures for the proposed rule R7-2-607.01 regarding certification subject area requirements.

R7-2-607.01 Subject Areas - Waiver

A. Notwithstanding any other provision in this article, any individual with a valid Elementary or Secondary certificate, or a Special Education certificate that includes grades six through 12, issued prior to August 1, 2016 may add one or more approved areas to the certificate prior to August 1, 2017 without any additional requirements provided the individual received an evaluation in the top two levels of performance on the most recent teacher evaluation related to one or more of the subject areas and meets one of the following requirements:

1. The individual was teaching in one or more subject areas based on a verified Arizona High, Objective, Uniform, State Standard of Evaluation (HOUSSE) rubric as highly qualified to teach the subject area(s) as defined under the No Child Left Behind Act; or
2. The individual has completed of a minimum of 24 semester hours of courses in the subject area(s).

Contact Information:

Kelly Koenig, Associate Superintendent - High Quality Assessments & Adult Ed., Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to close rulemaking on the proposed amendment to R7-2-614(K) regarding the Student Teaching Intern Certificate
---------------	---

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. The proposed amendment to R7-2-614 creates a student teaching intern certificate. This is an optional certificate and is not a requirement for participation in the student teaching capstone experience.

At the September 9, 2016 meeting of the Certification Advisory Committee (CAC), the Committee reviewed and provided feedback on a first draft of the certificate. Board staff drafted revisions based on their recommendations and sought technical review from the Department of Education (ADE). At the October 5, 2016 meeting of the CAC, the Committee offered additional revisions and recommended the Board open rulemaking on the proposed amendment to R7-2-614 regarding student teaching intern certificates. The Board opened rulemaking at its October 24, 2016 Board meeting. A public hearing was held on November 28, 2016 and changes to the certificate were made based on public feedback. At the December 19, 2016 meeting, the item was withdrawn to provide more time for the field to make additional comments and revisions to the rule. An additional public hearing was held regarding this rule on January 12, 2017.

The certificate contains the following provisions:

- 1) The certificate is optional and is valid for one year from date of initial issuance. It may be extended for one year at no cost to the applicant if all the requirements for issuance of the certificate are met. The effective date of the certificate is February 1, 2017 for placements beginning in the 2017-2018 school year.
- 2) A certificate holder may teach with verification of enrollment in the culminating student teaching capstone experience under the supervision of a program supervisor, verification documenting completed coursework with a minimum GPA of 3.0 on a 4.0 scale, a valid fingerprint clearance card and a passing score on the professional and subject knowledge portions of the Arizona Teacher Proficiency Assessment.
- 3) There must be approval by the Board of a written supervision plan from the educator preparation provider that includes verification of the education preparation provider's roles and responsibilities for the program supervisor and

Contact Information:

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

EXECUTIVE SUMMARY

verification that onsite mentorship and induction be provided by the Local Education Agency (LEA).

- 4) A request for issuance of the certificate must originate from the district superintendent or charter school superintendent and the educator preparation provider.
- 5) Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Board-approved educator preparation provider and the LEA.
- 6) In compliance with ESSA, student teacher intern certificate holders are ineligible to teach in a special education classroom unless they have already received their bachelor's degree from an accredited institution.
- 7) A student teaching intern certificate holder may apply for an Arizona teaching certificate after successful completion of a Board approved educator preparation program and submission of an institutional recommendation to ADE.

The effective date of the rule is February 1, 2017 for placements in the 2017-2018 school year.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the amendments to R7-2-614(K) regarding the student teaching intern certificate.

EXECUTIVE SUMMARY

A.A.C. R7-2-614. Other Teaching Certificates

K. Student Teaching Intern Certificate – PreK-12. This subsection becomes effective on February 1, 2017 for placements beginning in the 2017-2018 school year.

1. The student teaching intern certificate is optional and is not a requirement for participation in a student teaching capstone experience.

2. The certificate entitles the holder to perform teaching duties under the supervision of a program supervisor as defined in R7-2-604(14) and is only valid in the school district or charter school requesting the certificate.

3. The certificate is valid for one year from date of initial issuance and may be extended for one year at no cost to the applicant if the provisions in subsection (K)(4) are met.

4. The requirements are:

a. Verification of enrollment in the culminating student teaching capstone experience of a Board approved educator preparation program (EPP) pursuant to R7-2-604.01,

b. Verification documenting completed coursework with a minimum GPA of 3.0 on a 4.0 scale or the equivalent,

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing,

d. A passing score on the subject knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing,

e. A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.

f. Verification from the educator preparation provider that a written supervision plan, approved by the Board, includes the following:

i. the educator preparation provider's roles and responsibilities for the Program Supervisor, and

ii. the onsite mentorship and induction provided by the Local Education Agency (LEA).

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

5. Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Board approved educator preparation provider and the LEA. Notwithstanding any other provision, a student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor's degree.

6. The holder of the student teaching certificate may apply for an Arizona Teaching Certificate upon completion of the following:

a. Successful completion of a Board approved EPP.

b. The submission of an application, and all required documentation including an institutional recommendation, for the Arizona teaching certificate to the Department.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking procedures for proposed amendments to Board rule R7-2-612 regarding 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. The proposed amendments to R7-2-612 amend the current career and technical education (CTE) teaching certificates for clarity.

At the November 2, 2016 meeting of the Certification Advisory Committee (CAC), the CAC voted unanimously to recommend to the Board the proposed amendments to R7-2-612 regarding CTE teaching certificates. The Board initiated rulemaking procedures for the amendments at its December 19, 2016 meeting. A public hearing was held regarding this rule on January 12, 2017.

The proposed amendments delete redundancies found in the rule and replace the certificates for Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies and Education and Training with one provisional and one standard "CTE Field of Study" certificate. CTE Field of Study is defined as one of the above listed occupational areas.

SB1208 made a major change to the rules governing teacher certification. The law states standard certificates shall be renewed for at least eight years and may not require more than fifteen hours of continuing education credits each year to renew any certificate issued. Further, the law states a comparable reciprocal educator certificate shall be issued to applicants who passed their state's subject knowledge and professional exams and who are in good standing with their state. Conforming changes to R7-2-619 regarding renewal requirements and R7-2-621 regarding reciprocity were adopted by the Board at its August 1, 2016 meeting. The proposed amendments amend the length of standard CTE teacher certifications from six years to eight years and delete Option D regarding reciprocity of provisional and standard CTE certificates to conform with changes in law.

Additional changes to the rule, upon recommendation by the Department of Education, include the following:

- a. Provisional certificates are not renewable but may be extended once upon completion of either one-half of the required semester hours of courses, a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of

Contact Information:

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

EXECUTIVE SUMMARY

this assessment.

- b. Applicants for Provisional certificates under Options A, B or C may re-apply for the Provisional CTE certificate two months before its expiration date. This provision allows an exemption from the evaluation requirement if the certificate holder had not taught during the two years prior to renewal.

The purpose of these revisions is to condense, clarify, make technical changes and provide more consistency to the rule regarding CTE certificates.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the amendments to R7-2-612 regarding career and technical education teaching certificates.

EXECUTIVE SUMMARY

A.A.C. R7-2-612. Career and Technical Education Teaching Certificates

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

~~B. A provisional career and technical education certificate shall be extended once for three years upon completion of one half the required semester hours of courses for the standard career and technical education certificate in the same career and technical education area.~~

~~C.~~ For purposes of this rule, the following definitions apply:

1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health; and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

2. "Business and Marketing" means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

EXECUTIVE SUMMARY

3. “Career and Technical Education Field of Study” or “CTE Field of Study” means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training.

~~3.~~ **4.** “Education and Training” means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~4.~~ **5.** “Family and Consumer Sciences” means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~5.~~ **6.** “Health Careers” means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This

EXECUTIVE SUMMARY

incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~6-7~~ **7.** "Industrial and Emerging Technologies" means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering-related technologies; computer engineering technologies/technicians; drafting/design engineering technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art; industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~7-8~~ **8.** "Occupational Area" means employment in any of the areas identified in subsections ~~(C)(1) through (6)~~ **B(1), B(2), B(4), B(5), B(6) and B(7)** relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.

~~8-9~~ **9.** "Professional Knowledge" means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.

~~9-10~~ **10.** "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.

~~10-11~~ **11.** "Verified Work Experience" means written documentation from a current or former supervisor for paid or unpaid work, a current school superintendent, or the Department of Education Career and Technical Education Programmatic State Supervisor indicating that an applicant for a career and technical education certificate

EXECUTIVE SUMMARY

performed work in a business or industry setting related to the program to be taught as identified in subsections ~~(C)(1) through (6)~~ B(1), B(2), B(4), B(5), B(6) and B(7).

D. C. Provisional Career and Technical Education (CTE) Certificate – Agriculture CTE Field of Study – grades K through 12

1. The certificate is valid for three years and is not renewable but may be extended once upon completion of the following: -

a. One half of the required semester hours of courses, or the equivalent with Department-CTE approved professional development, toward the requirements for the Standard CTE certificate.

b. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment.

2. The requirements are include all of the following:

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

b. At least one One of the following options:

i. Option A – Bachelor's degree in agriculture or related sciences the specified CTE field of study – requirements include all of the following:

(1) A bachelor's or more advanced degree in agriculture the specified CTE field of study from an accredited institution, and

(2) Thirty semester hours of courses in agriculture the specified CTE field of study, and

(3) Two hundred forty clock hours of verified work experience in agriculture the specified CTE occupational area.

ii. Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona CTE teaching certificate in another content area CTE field of study – requirements include all of the following:

(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 issued pursuant to this Article, and

(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom, and

(3) Three semester hours of courses in career and technical education methods or content in agriculture the specified CTE field of study, and

(4) Two hundred forty clock hours of verified work experience in agriculture the specified CTE occupational area.

iii. Option C – Business and industry professional – requirements include six thousand clock hours of verified work experience in an agriculture occupational area.

iv. Option D – Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical agriculture education from another state.

EXECUTIVE SUMMARY

v. ~~Option E~~ Bachelor's degree in ~~an agriculture~~ the specified CTE field of study education teacher preparation program – requirements include both of the following:

- (1) A bachelor's or more advanced degree that included completion of a teacher preparation program in the CTE field of study in an agriculture education teacher preparation program from an accredited institution, and
- (2) Two hundred forty clock hours of verified work experience in an agriculture the specified occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers, before the extension of the provisional career and technical education certificate – Agriculture. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

- a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,
- b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or
- c. A current certificate from the National Board for Professional Teaching Standards.

3. Applicants who qualify under option A, option B, or option C may re-apply for the Provisional CTE certificate two months before its expiration date if they meet all of the following requirements:

- a. The certificate holder meets all requirements for the Standard CTE certificate except for two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate exhibiting satisfactory performance in the classroom; and
- b. The certificate holder submits verification that they did not teach for two years during the valid term of the Provisional CTE certificate.

E. Standard Career and Technical Education (CTE) Certificate – Agriculture CTE Field of Study – grades K through 12.

1. The certificate is valid for ~~six~~ eight years.
2. The requirements ~~are~~ include all of the following:
 - a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
 - b. At least one ~~One~~ of the following options:
 - i. Option A – Bachelor's degree in agriculture the specified CTE field of study or related sciences – requirements include all of the following:
 - (1) Qualification under subsection (C)(2)(b)(i), Option A for the provisional career and technical education certificate – Agriculture in the specified CTE Field of Study;
 - (2) Eighteen semester hours in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation

EXECUTIVE SUMMARY

of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Agriculture in the specified CTE field of study. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom.

ii. Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona CTE teaching certificate in another content area CTE field of study – requirements include all of the following:

(1) Qualification under subsection (C)(2)(b)(ii). Option B for the provisional career and technical education certificate – Agriculture in the specified CTE field of study;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom;

(3) Twelve semester hours of courses in professional knowledge to include:

(a) Nine semester hours of subject knowledge courses in agriculture subject knowledge in the CTE field of study; and

(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Agriculture in the specified CTE field of study. Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

(4) An additional 240 clock hours of verified work experience in an agriculture the occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C – Business and industry professional:

(1) Qualification under subsection D(2)(b)(iii). Option C for the provisional career and technical education certificate – Agriculture in the specified CTE field of study;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a

EXECUTIVE SUMMARY

career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.

~~iv. Option D – Valid teaching certificate in career and technical education from another state:~~

~~(1) Qualification under Option D for the provisional career and technical education certificate – Agriculture; and~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture exhibiting satisfactory performance in the classroom.~~

~~v. Option E~~ ~~iv. Option D~~ – Bachelor's degree in ~~an Agriculture~~ the specified CTE field of study education teacher preparation program – requirements include all of the following:

~~(1) Qualification under~~ subsection D(2)(b)(iv). ~~Option E~~ D for the provisional career and technical education certificate – Agriculture in the specified CTE field of study;

~~(2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate~~ – Agriculture in the specified CTE field of study. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture exhibiting satisfactory performance in the classroom.~~

~~c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,~~

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

EXECUTIVE SUMMARY

c. A passing score on the professional knowledge portion of the Arizona teacher proficiency assessment for secondary teachers or qualification for a waiver of this assessment.

3. An individual may also qualify for a standard career and technical education certificate in the specified CTE field of study pursuant to R7-2-621.

F. Provisional Career and Technical Education "CTE" Certificate – Business and Marketing – grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree business or marketing:

(1) A bachelor's or more advanced degree in business or marketing from an accredited institution;

(2) Thirty semester hours of courses in business or marketing, and

(3) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.

ii. Option B – Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;

(2) One of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a Pre-K-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in business or marketing; and

(4) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.

iii. Option C – Business and industry professional:

– Six thousand clock hours of verified work experience in a business or marketing occupational area.

iv. Option D – Valid teaching certificate in career and technical education from another state:

– A valid teaching certificate in business education, marketing education, career and technical business education or career and technical marketing education from another state.

v. Option E – Bachelor's degree in business or marketing education teacher preparation program:

(1) A bachelor's or more advanced degree in a business or marketing education teacher preparation program from an accredited institution, and

(2) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate – Business and Marketing. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or

c. A current certificate from the National Board for Professional Teaching Standards.

G. Standard Career and Technical Education (CTE) Certificate – Business and Marketing – grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree in business and marketing:

(1) Qualification under Option A for the provisional career and technical education certificate – Business and Marketing; and

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Business and Marketing. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate – Business and Marketing exhibiting satisfactory performance in the classroom.

EXECUTIVE SUMMARY

- ii. ~~Option B — Valid non-CTE Arizona teaching certificate or Arizona CTE teaching certificate in another area:
 - (1) Qualification under Option B for the provisional career and technical education certificate — Business and Marketing;
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Business and Marketing exhibiting satisfactory performance in the classroom;
 - (3) Twelve semester hours of courses in professional knowledge to include:
 - (a) Nine semester hours of courses in business or marketing subject knowledge; and
 - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, classroom management, educational philosophy, instructional design/methodology, or assessment/evaluation. Hours may be obtained prior to issuance of the provisional career and technical education certificate — Business and Marketing. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (4) An additional 240 clock hours of verified work experience in a business or marketing occupational area. Hours may have been accumulated before obtaining the provisional certification.~~
- iii. ~~Option C — Business and industry professional:
 - (1) Qualification under Option C for the provisional career and technical education certificate — Business and Marketing;
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Business and Marketing exhibiting satisfactory performance in the classroom; and
 - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.~~
- iv. ~~Option D — Valid teaching certificate in career and technical education from another state:
 - (1) Qualification under Option D for the provisional career and technical education certificate — Business and Marketing; and
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Business and Marketing exhibiting satisfactory performance in the classroom.~~
- v. ~~Option E — Bachelor's degree in a business or marketing education teacher preparation program:
 - (1) Qualification under Option E for the provisional career and technical education certificate — Business and Marketing;
 - (2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate — Business and Marketing. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Business and Marketing exhibiting satisfactory performance in the classroom.~~
- e. ~~A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:
 - i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;
 - ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or
 - iii. A current certificate from the National Board for Professional Teaching Standards.~~
- H. Provisional Career and Technical Education (CTE) Certificate — Family and Consumer Sciences — grades K through 12**
- 1. The certificate is valid for three years.
 - 2. The requirements are:
 - a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
 - b. One of the following options:
 - i. Option A — Bachelor's degree in family and consumer sciences;

EXECUTIVE SUMMARY

- ~~(1) A bachelor's degree or more advanced degree in family and consumer sciences from an accredited institution;~~
- ~~(2) Thirty semester hours of courses in family and consumer sciences; and~~
- ~~(3) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.~~
- ~~ii. Option B — Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:~~
 - ~~(1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;~~
 - ~~(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;~~
 - ~~(3) Three semester hours of courses in career and technical education methods or content in family and consumer sciences; and~~
 - ~~(4) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.~~
- ~~iii. Option C — Business and industry professional:~~

~~Six thousand clock hours of verified work experience in a family and consumer sciences occupational area.~~
- ~~iv. Option D — Valid teaching certificate in career and technical education from another state:~~

~~A valid teaching certificate in career and technical family and consumer sciences education from another state.~~
- ~~v. Option E — Bachelor's degree in family and consumer sciences education teacher preparation program:~~
 - ~~(1) A bachelor's or more advanced degree in a family and consumer sciences education teacher preparation program from an accredited institution; and~~
 - ~~(2) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.~~
- ~~3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate — Family and Consumer Sciences. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~
 - ~~a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;~~
 - ~~b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or~~
 - ~~c. A current certificate from the National Board for Professional Teaching Standards.~~
- I. Standard Career and Technical Education (CTE) Certificate — Family and Consumer Sciences — grades K through 12**
 - ~~1. The certificate is valid for six years.~~
 - ~~2. The requirements are:~~
 - ~~a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety; and~~
 - ~~b. One of the following options:~~
 - ~~i. Option A — Bachelor's degree in family and consumer sciences:~~
 - ~~(1) Qualification under Option A for the provisional career and technical education certificate — Family and Consumer Sciences;~~
 - ~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate — Family and Consumer Sciences. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~
 - ~~(3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate — Family and Consumer Sciences exhibiting satisfactory performance in the classroom.~~
 - ~~ii. Option B — Valid non-CTE Arizona teaching certificate or Arizona CTE teaching certificate in another area:~~
 - ~~(1) Qualification under Option B for the provisional career and technical education certificate — Family and Consumer Sciences;~~
 - ~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Family and Consumer Sciences exhibiting satisfactory performance in the classroom;~~
 - ~~(3) Twelve semester hours of courses in professional knowledge to include:~~
 - ~~(a) Nine semester hours of courses in family and consumer sciences subject knowledge; and~~
 - ~~(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the~~

EXECUTIVE SUMMARY

provisional career and technical education certificate—Family and Consumer Sciences. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
(4) An additional 240 clock hours of verified work experience in a family and consumer sciences occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C—Business and industry professional:

(1) Qualification under Option C for the provisional career and technical education certificate—Family and Consumer Sciences;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Family and Consumer Sciences exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.

iv. Option D—Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate—Family and Consumer Sciences; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Family and Consumer Sciences exhibiting satisfactory performance in the classroom.

v. Option E—Bachelor's degree in family and consumer sciences education teacher preparation program:

(1) Qualification under Option E for the provisional career and technical education certificate—Family and Consumer Sciences;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Family and Consumer Sciences. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Family and Consumer Sciences exhibiting satisfactory performance in the classroom.

e. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional

Knowledge assessment shall be waived for applicants who submit verification of one of the following:

i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

iii. A current certificate from the National Board for Professional Teaching Standards.

J. Provisional Career and Technical Education (CTE) Certificate—Health Careers—grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A—Bachelor's degree in health careers:

(1) A bachelor's or more advanced degree in a biological science, health science, physical science, or nursing from an accredited institution;

(2) Thirty semester hours of courses in health careers; and

(3) Two hundred forty clock hours of verified work experience in a health careers occupational area.

ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid provisional or standard teaching certificate issued pursuant to this Article;

(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in health careers; and

EXECUTIVE SUMMARY

- ~~(4) Two hundred forty clock hours of verified work experience in a health careers occupational area.~~
- ~~iii. Option C — Business and industry professional:~~
- ~~—Six thousand clock hours of verified work experience in a health career occupational area.~~
- ~~iv. Option D — Valid teaching certificate in career and technical education from another state:
A valid teaching certificate in career and technical health careers education from another state.~~
- ~~v. Option E — Bachelor's degree in health careers education teacher preparation program:~~
- ~~(1) A bachelor's or more advanced degree in a health careers education teacher preparation program from an accredited institution, and~~
- ~~(2) Two hundred forty clock hours of verified work experience in a health careers occupational area.~~
- ~~3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate — Health Careers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~
- ~~a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,~~
- ~~b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~
- ~~c. A current certificate from the National Board for Professional Teaching Standards.~~
- K. Standard Career and Technical Education (CTE) Certificate — Health Careers — grades K through 12**
- ~~1. The certificate is valid for six years.~~
- ~~2. The requirements are:~~
- ~~a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and~~
- ~~b. One of the following options:~~
- ~~i. Option A — Bachelor's degree in health careers:~~
- ~~(1) Qualification under Option A for the provisional career and technical education certificate — Health Careers;~~
- ~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate — Health Careers. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~
- ~~(3) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Health Careers exhibiting satisfactory performance in the classroom.~~
- ~~ii. Option B — Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:~~
- ~~(1) Qualification under Option B for the provisional career and technical education certificate — Health Careers;~~
- ~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Health Careers exhibiting satisfactory performance in the classroom;~~
- ~~(3) Twelve semester hours of courses in professional knowledge to include:~~
- ~~(a) Nine semester hours of courses in health careers subject knowledge; and~~
- ~~(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate — Health Careers. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~
- ~~(4) An additional 240 hours of verified work experience in a health careers occupational area.~~
- ~~iii. Option C — Business and industry professional:~~
- ~~(1) Qualification under Option C for the provisional career and technical education certificate — Health Careers;~~
- ~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Health Careers exhibiting satisfactory performance in the classroom; and~~
- ~~(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.~~

EXECUTIVE SUMMARY

- iv. ~~Option D—Valid teaching certificate in career and technical education from another state:
 - (1) Qualification under Option D for the provisional career and technical education certificate—Health Careers; and
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom.~~
 - v. ~~Option E—Bachelor's degree in health careers education teacher preparation program:
 - (1) Qualification under Option E for the provisional career and technical education certificate—Health Careers;
 - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Health Careers. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom.~~
 - c. ~~A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:
 - i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;
 - ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or
 - iii. A current certificate from the National Board for Professional Teaching Standards.~~
- L. Provisional Career and Technical Education (CTE) Certificate—Industrial and Emerging Technologies—grades K through 12**
- 1. ~~The certificate is valid for three years.~~
 - 2. ~~The requirements are:
 - a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
 - b. One of the following options:
 - i. ~~Option A—Bachelor's degree in industrial or emerging technologies:
 - (1) A bachelor's or more advanced degree in Industrial Arts or Industrial Technology Education or emerging technology areas from an accredited institution;
 - (2) Thirty semester hours of courses in industrial or emerging technologies; and
 - (3) Two hundred forty clock hours of verified work experience in an industrial or emerging technology occupational area.~~
 - ii. ~~Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:
 - (1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;
 - (2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;
 - (3) Three semester hours of courses in career and technical education methods or content in an industrial or emerging technology occupational area; and
 - (4) Two hundred forty clock hours of verified work experience in an industrial or emerging technology occupational area.~~
 - iii. ~~Option C—Business and industry professional:
 - Six thousand clock hours of verified work experience in an industrial or emerging technology occupational area.~~
 - iv. ~~Option D—Valid teaching certificate in career and technical education from another state:
 - A valid teaching certificate in career and technical industrial arts education, career and technical industrial technology education or emerging technologies from another state.~~
 - v. ~~Option E—Bachelor's degree in industrial and emerging technologies education teacher preparation program:
 - (1) A bachelor's or more advanced degree in an industrial or emerging technologies education teacher preparation program from an accredited institution; and
 - (2) Two hundred forty clock hours of verified work experience in an industrial or emerging technologies occupational area.~~~~
 - 3. ~~The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate—Industrial and Emerging Technologies. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:
 - a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;~~

EXECUTIVE SUMMARY

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

c. A current certificate from the National Board for Professional Teaching Standards.

M. Standard Career and Technical Education (CTE) Certificate – Industrial and Emerging Technologies – grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree in industrial or emerging technologies:

(1) Qualification under Option A for the provisional career and technical education certificate – Industrial and Emerging Technologies Careers;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Industrial and Emerging Technologies. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate – Industrial and Emerging Technology exhibiting satisfactory performance in the classroom.

ii. Option B – Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) Qualification under Option B for the provisional career and technical education certificate – Industrial and Emerging Technologies;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom;

(3) Twelve semester hours of courses in professional knowledge to include:

(a) Nine semester hours of courses in Industrial and Emerging Technologies subject knowledge; and

(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Industrial and Emerging Technologies. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(4) An additional 240 clock hours of verified work experience in an industrial or emerging technologies occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C – Business and industry professional:

(1) Qualification under Option C for the provisional career and technical education certificate – Industrial and Emerging Technologies;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.

iv. Option D – Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate – Industrial and Emerging Technologies; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom.

v. Option E – Bachelor's degree in industrial or emerging technologies education teacher preparation program:

(1) Qualification under Option E for the provisional career and technical education certificate – Industrial and Emerging

EXECUTIVE SUMMARY

Technologies;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Industrial and Emerging Technologies. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom.

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,

ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or

iii. A current certificate from the National Board for Professional Teaching Standards.

N. Provisional Career and Technical Education (CTE) Certificate – Education and Training – grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree:

(1) A bachelor's or more advanced degree in education or training field from an accredited institution,

(2) Thirty semester hours of courses in education or training, and

(3) Two hundred forty clock hours of verified work experience in an education or training occupational area.

ii. Option B – Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid Arizona teaching certificate issued pursuant to this Article;

(2) One year of the most recent teacher evaluations conducted by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in education and training; and

(4) Two hundred forty clock hours of verified work experience in an education or training occupational area.

iii. Option C – Business and industry professional:

Six thousand clock hours of verified work experience in an education or training occupational area.

iv. Option D – Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical education or an education or training area from another state.

v. Option E – Bachelor's degree in education or training teacher preparation program:

(1) A bachelor's or more advanced degree in an education or training teacher preparation program from an accredited institution, and

(2) Two hundred forty clock hours of verified work experience in an education or training occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate – Education and Training. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or

c. A current certificate from the National Board for Professional Teaching Standards.

O. Standard Career and Technical Education (CTE) Certificate – Education and Training – grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

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

b. One of the following options:

EXECUTIVE SUMMARY

- i. Option A—Bachelor's degree in education and training:
 - (1) Qualification under Option A for the provisional career and technical education certificate— Education and Training;
 - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas:
principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate— Education and Training. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a CTE school setting and issued during the term of the Arizona provisional-CTE teaching certificate— Education and Training exhibiting satisfactory performance in the classroom;
- ii. Option B—Valid non-CTE Arizona teaching certificate or Arizona teaching certificate in another content area:
 - (1) Qualification under Option B for the provisional career and technical education certificate— Education and Training;
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate— Education and Training exhibiting satisfactory performance in the classroom;
 - (3) Twelve semester hours of courses in professional knowledge to include:
 - (a) Nine semester hours of courses in education and training subject knowledge; and
 - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate— Education and Training. Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (4) An additional 240 clock hours of verified work experience in an education and training occupational area. Hours may have been accumulated before obtaining the provisional certification.
- iii. Option C—Business and industry professional:
 - (1) Qualification under Option C for the provisional career and technical education certificate— Education and Training;
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate— Education and Training exhibiting satisfactory performance in the classroom; and
 - (3) Fifteen semester hours of courses in professional knowledge to include any of the following areas:
principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or career and technical education classroom management. Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.
- iv. Option D—Valid teaching certificate in career and technical education from another state:
 - (1) Qualification under Option D for the provisional career and technical education certificate— Education and Training; and
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate— Education and Training exhibiting satisfactory performance in the classroom.
- v. Option E—Bachelor's degree in education and training teacher preparation program:
 - (1) Qualification under Option E for the provisional career and technical education certificate— Education and Training;
 - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas:
principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate— Education and Training. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate— Education and Training exhibiting satisfactory performance in the classroom.
- e. A passing score on the Professional Knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:
 - i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,

EXECUTIVE SUMMARY

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking procedures for the following proposed amendments to Board rule regarding educator enforcement actions: R7-2-205 regarding certification review, suspension and revocation; R7-2-701 regarding adjudications and definitions; R7-2-705 regarding hearings and evidence; R7-2-1304 regarding notification of investigations; R7-2-1307 regarding criminal offenses; and R7-2-1308 regarding unprofessional and immoral conduct

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(20) authorizes the Board to impose disciplinary action for certificated individuals on a finding of immoral or unprofessional conduct. A.R.S. § 15-203(A)(23) authorizes the Board to adopt rules for the investigation of complaints alleging that a certificated person has engaged in immoral conduct. A.R.S. § 15-203(A)(30) authorizes the Board to adopt rules regarding immoral or unprofessional conduct of certificated persons.

Board rule R7-2-201 regarding advisory committees was amended on August 1, 2016 to allow the Board to establish ad hoc advisory committees for the purpose of providing advice and recommendations to the Board. Pursuant to this authority, the Board established the Certification Enforcement Actions Advisory Committee (CEAC). The CEAC held four meetings to discuss both legislative and rulemaking changes regarding certification enforcement actions, and as a result of these meetings, recommended the following changes to six Board rules:

- The proposed amendments to R7-2-205 regarding Certification Review, Suspension and Revocation make technical and conforming changes and eliminate outdated language.
- The proposed amendments to R7-2-701 regarding Adjudications and Definitions provide that a presiding officer shall oversee hearings of the Professional Practices Advisory Committee (PPAC).
- The proposed amendments to R7-2-705 regarding Hearings and Evidence provide that at a hearing of the PPAC, the parties may submit proposed findings of fact and conclusions of law prior to the hearing or at the close of evidence.
- The proposed amendments to R7-2-1304 regarding Notification of Investigation provide that a certificated individual shall have 20 days from service by U.S. mail of the notice of investigation to file a written response with the Board.

Contact Information:

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

EXECUTIVE SUMMARY

- The proposed amendments to R7-2-1307 regarding Criminal Offenses provide that second-degree murder, manslaughter and aggravated assault are added to the list of offenses for which the Board shall revoke a certificate upon conviction, admission or plea agreement of the offense.
- The proposed amendments to R7-2-1308 regarding Unprofessional and Immoral Conduct provide that application forms and certificates shall include the rules and statutes related to unprofessional and immoral conduct. The proposed amendments to R7-2-1308 also provide that individuals applying for certificates shall certify that they have read and understood the rules and statutes related to unprofessional and immoral conduct and indicate whether they have been disciplined or are under investigation in another state for engaging in conduct that is immoral or unprofessional.

The Board initiated rulemaking procedures for the proposed amendments regarding educator enforcement actions at its December 19, 2016 meeting. A public hearing was held regarding this rule on January 12, 2017.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the following amendments to Board rule regarding educator enforcement actions: R7-2-205 regarding certification review, suspension and revocation; R7-2-701 regarding adjudications and definitions; R7-2-705 regarding hearings and evidence; R7-2-1304 regarding notification of investigations; R7-2-1307 regarding criminal offenses; and R7-2-1308 regarding unprofessional and immoral conduct.

EXECUTIVE SUMMARY

A.A.C. R7-2-205. Certification Review, Suspension, and Revocation

A. Professional Practices Advisory Committees (“Committees”) shall act in an advisory capacity to the State Board of Education (“Board”) in regard to certification or recertification **matters related to immoral conduct, unprofessional conduct**, unfitness to teach, and revocation, suspension, or surrender of certificates.

B. Committees shall each consist of seven members comprised of the following:

1. One elementary classroom teacher,
2. One secondary classroom teacher,
3. One principal,
4. One superintendent or assistant/associate superintendent,
5. Two lay members, one lay member who shall be a parent of a student currently attending public school in Arizona, and
6. One local Governing Board member.

C. Members appointed pursuant to subsections B(1), (2), (3) and (4) of this rule shall meet at least the following requirements:

1. Certified to teach in Arizona.
2. Currently employed in or retired from the education profession in the specific category of their appointment.
3. If currently employed, shall have been employed in this category for the three years immediately preceding their appointment.

D. Terms of the members

1. All regular terms shall be for four years except as set forth in subsection (E) below.
2. A member may be reappointed with Board approval.

E. The Board may remove any member from the Committee. All vacancies shall be filled as prescribed in subsections (C) above, and those persons appointed to fill vacancies shall serve to complete the term of the person replaced.

F. The Committee shall:

1. Select from its members a Chairman and Vice-Chairman,
2. **Establish procedures for conducting business according to Robert's Rules of Order Revised.** A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.

3. Hold meetings as needed to conduct hearings or other Committee business by call of the Chairman of the Committee. If the Chairman neglects or declines to call a meeting, then a majority of the Committee may call a meeting. The Board may call a meeting as required to conduct necessary business. Notice of any meeting shall be given to Committee members seven days prior to the meeting.

4. Recommend the removal of any member who is absent from three consecutive meetings.

5. Refer to R7-2-1308 to assist in determining whether the acts complained of constitute unprofessional conduct.

6. Conduct its business pursuant to R7-2-1301 et seq. and hearings pursuant to R7-2-701 et seq.

EXECUTIVE SUMMARY

A.A.C. R7-2-701. Definitions

In this Article, unless the context otherwise specifies:

1. "Board" means the State Board of Education.
2. "Chairman" means the chairperson of the Professional Practices Advisory Committee, established pursuant to R7-2-205.
3. "Contested case" means any proceeding in which the legal rights, duties or privileges of a party are required by law to be determined by the State Board of Education after an opportunity for hearing.
4. "Department" means the Department of Education.
5. "Hearing body" means the Board or the Professional Practices Advisory Committee.
6. "Party" means each person or agency named or admitted as a party or properly seeking and entitled as of right to be admitted as a party.
7. "Person" means an individual, partnership, corporation, association, governmental subdivision or unit of a governmental subdivision, a public or private organization of any character, or another agency.
8. "PPAC" means the Professional Practices Advisory Committee, established pursuant to R7-2-205 to conduct hearings related to certification or recertification matters regarding immoral conduct, unprofessional conduct, unfitness to teach and revocation, suspension or surrender of certificates.
9. "Presiding officer" means a hearing officer, with either a minimum of three years of verified experience in the practice of law or a minimum of one year of verified experience in conducting hearings, who shall oversee hearings in regard to certification or recertification matters related to immoral conduct, unprofessional conduct, unfitness to teach, and revocation, suspension, or surrender of certificates.
- ~~9.~~ 10. "Pupil" means any student enrolled in an Arizona public or private school. "Pupil" also means any student who was enrolled in an Arizona public or private school at the time of the events which are the subject of a proceeding and who is still of minor age.
- ~~10.~~ 11. "Victim" means any person who has been previously identified pursuant to state law as a victim in a criminal proceeding which is the basis for a contested case.

EXECUTIVE SUMMARY

A.A.C. R7-2-705. Hearings and evidence

A. Parties may participate in the hearing in person or through an attorney.

B. ~~Upon request of either party, t~~The presiding officer may schedule a prehearing conference. The purpose of a prehearing conference shall be to narrow issues, attempt settlement, address evidentiary issues or for any other purpose deemed necessary by the presiding officer. The presiding officer or hearing body may require that the parties submit proposed findings of fact and conclusions of law prior to the hearing or at the close of evidence.

C. A hearing in a contested case shall be conducted in an informal manner and without adherence to the rules of evidence required in judicial proceedings. Irrelevant, immaterial or unduly repetitious evidence shall be excluded. A party to such proceedings may be represented by counsel and shall have the right to submit evidence in open hearing and conduct cross examination. Hearings may be held in any location determined by the hearing body.

D. Copies of documentary evidence may be received in the discretion of the presiding officer. Upon request, the parties shall be given an opportunity to compare the copy with the original.

E. Notice may be taken of judicially cognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the specialized knowledge of the hearing body. Parties shall be notified either before or during the hearing or by reference in preliminary reports or otherwise of the material noticed including any staff memoranda or data and they shall be afforded an opportunity to contest the material so noticed. The hearing body's experience, technical competence and specialized knowledge may be utilized in the evaluation of the evidence.

EXECUTIVE SUMMARY

A.A.C. R7-2-1304. Notification; Investigation

The certificated individual shall have 15 20 days from receipt service by U.S. mail of the complaint notice of investigation to file a written response with the Board.

EXECUTIVE SUMMARY

A.A.C. R7-2-1307. Criminal Offenses; Nonreviewable

A. The Board shall revoke, not issue, or not renew the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor;
2. Incest;
3. First-degree murder;
4. **Second-degree murder;**
5. **Manslaughter;**
4. ~~6.~~ Sexual assault;
5. ~~7.~~ Sexual exploitation of a minor;
6. ~~8.~~ Commercial sexual exploitation of a minor;
7. ~~9.~~ A dangerous crime against children as defined in A.R.S. § 13-604.01;
8. ~~10.~~ Armed robbery
11. **Aggravated assault**
9. ~~12.~~ Sexual conduct with a minor;
10. ~~13.~~ Molestation of a child;
11. ~~14.~~ Exploitation of minors involving drug offenses.

B. Upon notification that a certificated individual has been convicted of a nonreviewable offense, the Board shall revoke the certificate.

EXECUTIVE SUMMARY

A.A.C. R7-2-1308. Unprofessional and Immoral Conduct

A. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents, or school personnel;
3. Adhere to provisions of the Uniform System of Financial Records related to use of school property, resources, or equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test or assessment.

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;
7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access pornographic, obscene, or illegal materials; or
15. Engage in conduct which would discredit the teaching profession.

C. Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.

EXECUTIVE SUMMARY

D. Procedures for making allegations, complaints, and investigation of unprofessional or immoral conduct shall be as set forth in this Article.

E. Application forms and certificates shall include the rules and statutes related to unprofessional and immoral conduct, including resignation from a contracted position without authorization and duties to report as required by law.

F. Individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq shall certify:

1. that they have read and understood the rules and statutes related to unprofessional and immoral conduct, including resignation from a contracted position without authorization and duties to report as required by law; and

2. whether they have been disciplined or are under investigation in another state for engaging in conduct that is immoral or unprofessional.

Arizona State Board of Education

Professional Practices for Certificate Holders

Standards for Imposing Certificated Educator Sanctions

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Criminal Offenses

Pursuant to administrative code R7-2-1307 and ARS § 15-550, the Board shall revoke the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor
2. Incest
3. First-degree murder
4. Second degree murder
5. Manslaughter
6. Sexual assault
7. Sexual exploitation of a minor
8. Commercial sexual exploitation of a minor
9. A dangerous crime against children as defined in A.R.S. §13-604.01
10. Armed robbery
11. Aggravated assault
12. Sexual conduct with a minor
13. Molestation of a child
14. Exploitation of minors involving drug offenses

Upon notification that a certificated individual has been convicted of a nonrenewable offense, the Board shall revoke the certificate.

Unprofessional and Immoral Conduct

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents, or school personnel;
3. Adhere to provisions of the Uniform System of Financial Records related to use of school property, resources, or equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test or assessment.

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;

7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access pornographic, obscene, or illegal materials;
15. Engage in conduct which would discredit the teaching profession.

Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.

Resignation as an Unprofessional Act and Penalty: ARS §15-545

A certificated teacher shall not resign after signing and returning his contract, unless the resignation is first approved by the governing board. A teacher who resigns contrary to this section shall be deemed to commit an unprofessional act and, upon request of the governing board, shall be subject to such disciplinary action, including suspension and revocation of certificate, as the state board of education deems appropriate.

Failing to Report of Immoral or Unprofessional Conduct

Pursuant to ARS §15-514, any certificated person or governing board member who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of section 13-3620 (mandatory reporting) shall report or cause reports to be made to the department of education in writing as soon as reasonably practicable but not later than three business days after the person first suspects or receives allegation of the conduct.

The superintendent of a school district or the chief administrator of a charter school who reasonably suspects or receives a reasonable allegation that an act of immoral or unprofessional conduct that would constitute grounds for dismissal or criminal charges by a certificated person has occurred shall report the conduct to the department of education.

Failure to report information as required in ARS §15-514 by a certificated person constitutes grounds for disciplinary action by the state board of education.

A governing board member or school district employee who has control over personnel decisions and who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of ARS §§ 13-3620 and 15-514 shall not accept the resignation of the certificate holder until these suspicions or allegations have been reported to the State Board of Education.

Filing a Complaint against a Certificate Holder

The Investigative Unit may be reached at (602) 542-2972 or investigation@azed.gov

For Further Information: Call or Email

State Board of Education
(602) 542-5057 inbox@azsbe.az.gov Updated 10/28/16

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding possible rulemaking for the certification of retired educators
--

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. Senator Gail Griffin has expressed interest in pursuing changes that would allow retired teachers to regain certification without testing requirements.

The Certification Advisory Committee meets on January 26, 2017 and the item will be placed on the agenda for the Committee to consider draft language that facilitates the recertification of retired teachers with a minimum of requirements. It is anticipated that the Board will be requested to open rulemaking on this matter at the February 2017 Board meeting.

Recommendation to the Board

The matter is presented for discussion only.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding the Board's FY 17 budget and FY 18 budget request.
--

Action/Discussion Item

Information Item

Background and Discussion

A presentation will be made to the Board regarding the Board's FY 2017 budget and the Board's FY2018 budget request.

Consistent with state law, the Board's FY 2018 budget request is available at <https://azsbe.az.gov/sites/default/files/media/Board%20of%20Education%20Budget%20Request.pdf>

The Board's FY2017 approved budget can be found at <http://www.azleg.gov/jlbc/17AR/boe.pdf>

Recommendation to the Board

Discussion item only. No action required.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Nathan David Braunhut
Case No. C-2016-665

Action/Discussion Item

Information Item

Background and Discussion

Nathan David Braunhut holds a Principal certificate and a Standard Elementary Education (1-8) certificate which are both valid until May 7, 2019.

On November 11, 2016, the investigative unit received a report from Queen Creek Unified District ("QCUD") alleging that Mr. Braunhut sent inappropriate messages to a 15-year old student via Facebook Messenger in October of 2016.

Mr. Braunhut resigned from QCUD on November 10, 2016.

Mr. Braunhut was contacted by the investigative unit and surrendered his certificate on December 16, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Ryann Cohn
Case No. C-2016-605

Action/Discussion Item

Information Item

Background and Discussion

Ryann Cohn holds a Provisional Elementary Education certificate (1-8) valid until February 10, 2018.

On October 18, 2016, the investigative unit received a report that Ms. Cohn was under the influence of alcohol while working at David Crockett Elementary School in the Balsz Elementary School District.

Ms. Cohn resigned from the Balsz Elementary School District on October 21, 2016.

Ms. Cohn was contacted by the investigative unit and surrendered her certificate on November 7, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Luis Torres Espinoza
Case No. C-2016-420

Action/Discussion Item

Information Item

Background and Discussion

Luis Torres Espinoza holds an Emergency Substitute certificate which expired on July 1, 2016.

On July 13, 2016, the investigative unit received an Arizona DPS Fingerprint Clearance Card Suspension Notice, regarding Mr. Espinoza, due to an arrest for Felony Sexual Conduct with a Minor and Felony Obscene Materials Transmit/Minor on or about June 19, 2016.

On October 11, 2016, Mr. Espinoza was sentenced to probation due to a guilty plea on one count of Solicitation to Furnish Harmful Items to a Minor.

Mr. Espinoza was contacted by the investigative unit and surrendered his certificate on December 2, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Barbara E. Kohl
Case No. C-2016-280

Action/Discussion Item

Information Item

Background and Discussion

Barbara Kohl holds a Principal certificate, a Supervisor certificate and a Standard Elementary Education (1-8) certificate all valid until June 14, 2019.

On May 12, 2016, the investigative unit received an Arizona DPS Fingerprint Clearance Card ("FCC") Suspension Notice regarding Ms. Kohl due to an arrest on or about May 4, 2016, in Pima County for Criminal Trespass/Domestic Violence.

Ms. Kohl pled guilty to Criminal Trespass on August 16, 2016.

Ms. Kohl was contacted by the investigative unit and surrendered her certificate on October 1, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Mario R. Salvatierra
Case No. C-2016-656

Action/Discussion Item

Information Item

Background and Discussion

Mario Salvatierra holds a Substitute certificate valid until October 9, 2024.

On October 17, 2016, the investigative unit received an Arizona DPS Fingerprint Clearance Card Suspension Notice regarding Mr. Salvatierra due to an arrest on May 1, 2016, for Criminal Damage to Property and Endangerment DUI.

Mr. Salvatierra pled guilty to the charges on November 3, 2016.

Mr. Salvatierra was contacted by the investigative unit and surrendered his certificate on November 23, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Robert W. Tischler
Case No. C-2016-620

Action/Discussion Item

Information Item

Background and Discussion

Robert Tischler holds a Substitute certificate valid until May 6, 2021.

On September 14, 2016, the investigative unit received an Arizona DPS Fingerprint Clearance Card Suspension Notice regarding Mr. Tischler due to an arrest on September 2, 2016, for Disorderly Conduct and Aggravated Assault with a Deadly Weapon.

No charges have been filed at this time.

Mr. Tischler was contacted by the investigative unit and surrendered his certificate on November 21, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Nicole Voorhees
Case No. C-2016-256

Action/Discussion Item

Information Item

Background and Discussion

Nicole Voorhees holds a Provisional Elementary Education (1-8) certificate valid until February 13, 2017.

On April 7, 2016, the investigative unit received an Arizona DPS Fingerprint Clearance Card Suspension Notice regarding Ms. Voorhees due to an arrest on or about March 21, 2016, for two counts of Aggravated DUI. The date of the offense was December 1, 2015.

On or about July 13, 2016, Ms. Voorhees pled guilty to one count of Endangerment, Class 6 Felony, and one Count of Driving or Actual Physical Control while Under the Influence of Intoxicating Liquor or Drugs, a Class 1 Misdemeanor.

Ms. Voorhees was contacted by the investigative unit and surrendered her certificate on November 2, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Suanne Willis
Case No. C-2016-194 and C-2016-048

Action/Discussion Item

Information Item

Background and Discussion

Suanne Willis held a Provisional Elementary Education (1-8) certificate and a Provisional Cross Categorical Special Education (K-12) certificate, both of which expired on December 26, 2016.

On April 21, 2016, and August 29, 2016, the investigative unit received reports from the Fowler Elementary School District and the Wilson School District regarding Ms. Willis and her conduct with special needs students from her classes.

Ms. Willis was contacted by the investigative unit and surrendered her certificate on November 8, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Christina D. Zambrana
Case No. C-2016-691

Action/Discussion Item

Information Item

Background and Discussion

Christina Zambrana holds a Standard Secondary Education (6-12) certificate valid until April 10, 2022.

On December 2, 2016, the investigative unit received a report from the Human Resources Director of the Legacy Traditional School that Ms. Zambrana watched inappropriate shows and had inappropriate contact with a student.

The incidents have been reported to the Chandler Police Department and there is an ongoing investigation.

Ms. Zambrana was contacted by the investigative unit and surrendered her certificate on December 20, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Jose Mada
Case No. C-2016-052, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

The State Board of Education accepted the surrender of Mr. Mada's certificate at the February 22, 2010 State Board Meeting.

On June 29, 2016, Mr. Mada was found guilty of Sexual Assault.

On August 5, 2016, Mr. Mada pled guilty to one count of Attempted Molestation of a Child and two counts of Sexual Abuse.

He was sentenced to seven years of incarceration and a lifetime of probation.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant 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 Jose Mada, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Richard Dow Stewart
Case No. C-2016-363, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

On June 27, 2016, Mr. Stewart was arrested for 2 counts of Felony Sexual Abuse.

On November 28, 2016, Mr. Stewart pled guilty to 2 counts of Child Abuse with Sexual Motivation and was sentenced to 15 years of probation and 10 days in Maricopa County Jail. In addition, Mr. Stewart was order to surrender his teacher license/certification at the time of sentencing.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant 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 Richard Dow Stewart, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Shawn Eric Wakeley
Case No. C-2015-142, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

On or about August 26, 2015, Mr. Wakeley was arrested for 8 counts of Sexual Exploitation of a Minor.

On July 14, 2016, Mr. Wakeley was convicted of two counts of Attempted Sexual Exploitation of a Minor, a Class 3 Felony and Dangerous Crime Against Children 2nd Degree. He was sentenced to ten years in the Arizona Department of Corrections penal system and will receive lifetime probation upon his release.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant 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 Shawn Eric Wakeley, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation for Certificate Suspension regarding Celeste Holliday, Case No. C-2016-262.

Action/Discussion Item

Information Item

Background and Discussion

Ms. Holliday holds a Substitute certificate which expires on January 18, 2022.

Ms. Holliday held a Standard Elementary Education 1-8 certificate, which expired on January 18, 2016.

On Friday, May 13, 2016, Ms. Holliday was working as a substitute teacher in a third grade classroom at Children First Academy (“CFA”), a charter school in Tempe, Arizona. While substituting at CFA on May 13, 2016, Ms. Holliday made various inappropriate comments related to sex and/or sex education and other questionable remarks to the co-ed class.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its December 6, 2016 meeting, recommended, by a vote of 4 to 0, that the State Board of Education suspend any and all certificates held by Celeste Holliday, for three years with conditions, and that all states and territories be so notified.

Recommendation to the Board

It is recommended that the State Board of Education adopt the recommendation of the PPAC and suspend any and all certificates held by Celeste Holliday for three years with conditions of successful completion of courses addressing anger management, classroom management, and boundaries issues, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Stuart Babcock, C-2016-308R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Babcock is applying for a Standard Secondary Education CTE certification in the area of Business.

On September 29, 2015, Mr. Babcock, while on duty as a Phoenix Police Officer, was involved in a non-injury collision. Mr. Babcock did not stop nor did he report the collision. He was later served with a criminal traffic citation.

As a result of the September 29, 2015 incident, Mr. Babcock subsequently resigned his position with the Phoenix Police Department and surrendered his law enforcement certification.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its December 6, 2016 meeting, recommended by a vote of 4 to 1, that the Board grant Mr. Babcock's application for certification despite evidence showing that the applicant engaged in unprofessional conduct but that the recommendation is contingent upon Mr. Babcock's submission of a letter evidencing a participation in counseling that is sufficient to assure the Board of Education that he is currently not subject to the pressures that existed at that time and is fit to teach. On or about January 4, 2017, Mr. Babcock submitted a letter regarding counseling he had received.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Stuart Babcock.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Deborah Williams, C-2016-318R

Action/Discussion Item

Information Item

Background and Discussion

Ms. Williams is applying for a renewal of her Special Education-LD, ID and ED certificate.

Ms. Williams submitted an application for renewal on June 30, 2106. She answered “no” to question four (“Have you ever been arrested for any offense for which you were fingerprinted?”) on that application.

On October 3, 2015, Ms. Williams was arrested and fingerprinted for DUI in Chino Valley, Arizona.

Ms. Williams subsequently pled guilty to Extreme DUI, BAC .15-.19, a Class 1 Misdemeanor, on January 12, 2016.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its December 6, 2016 meeting, recommended by a vote of 4 to 0, that the Board grant Ms. Williams’ application for certification despite evidence showing that the applicant engaged in unprofessional conduct.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Deborah Williams.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education