



Arizona State Board of Education

Amended Agenda

NOTICE OF SPECIAL 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 special meeting, open to the public, on **Friday, August 4, 2017, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007**. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

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

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys 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 3rd day of July, 2017

Arizona State Board of Education

By: _____

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

Karol Schmidt
Executive Director
(602) 542-5057

Friday, August 4, 2017
9:00 AM

Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

SPECIAL MEETING
AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION
Friday, August 4, 2017
9:00 AM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

AMENDED AGENDA

9:00 AM CALL TO ORDER, NATIONAL ANTHEM, PRAYER AND ROLL CALL

1. BUSINESS REPORTS

A. Updates from the President regarding retreat

2. 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.

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 appointments to the Professional Practices Advisory Committee

B. Presentation, discussion and possible action to close rulemaking of proposed Board rule R7-2-810 regarding Emergency Administration of Inhalers

4. GENERAL SESSION

A. Presentation, discussion and possible action regarding public comment policy

B. Presentation, discussion and possible action to close the rulemaking regarding changes to the following Board rules governing educator certification:

1. R7-2-604.03 regarding Alternative Educator Preparation Programs

2. R7-2-604.04 regarding the Alternative Educator Preparation

Program Process

3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
 4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
 5. R7-2-607 regarding General Certification Provisions
 6. R7-2-608 regarding Early Childhood Teaching Certificates
 7. R7-2-609 regarding Elementary Teaching Certificates
 8. R7-2-610 regarding Secondary Teaching Certificates
 9. R7-2-610.01 regarding Secondary Teaching Certificates
 10. R7-2-610.02 regarding Secondary Teaching Certificates
 11. R7-2-611 regarding Special Education Teaching Certificates
 12. R7-2-612 regarding Career and Technical Education Teaching Certificates
 13. R7-2-613 regarding PreK-12 Teaching Certificates
 14. R7-2-614 regarding Other Teaching Certificates
 15. R7-2-616 regarding Standard Professional Administrative Certificates
 16. R7-2-617 regarding Other Professional Certificates
 17. R7-2-619 regarding Renewal Requirements
 18. R7-2-621 regarding Reciprocity
- C. Presentation, discussion and possible action regarding revisions to the A-F School Accountability Business Rules
1. Calculating proficiency
 2. The "stability model," Full Academic Year (FAY) students, and weights for proficiency
 3. The n count, FAY and non FAY for graduation cohort rates
 4. The n count for the College and Career Readiness indicator
- D. Presentation, discussion and possible action regarding A-F School Accountability
1. New schools
 2. K-2 and K-3 schools
- E. Presentation, discussion and possible action to approve the working draft components of the non traditional A-F School Accountability Model for public comment
1. Alternative Education Schools
 2. Arizona Online Instruction Schools
- F. Presentation, discussion and possible action regarding filling a Board staff vacancy in the position of Executive Director, including

appointment of an interview committee, review of the position description and evaluation process.

ADJOURN

EXECUTIVE SUMMARY

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

Action/Discussion Item Information Item

Background and Discussion

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

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

Board staff recommends the following appointments to the PPAC:

PPAC #1

Name of Proposed Member	Membership Category	Existing or New Member	Term Expiration
Beth Simek	Lay Member (Parent)	N	7/31/21
Scott Hagerman	Superintendent	N	7/31/21
Maureen Erickson	Governing Board Member	N	7/31/21

PPAC #2

Name of Proposed Member	Membership Category	Existing or New Member	Term Expiration
Aaron Harris	Elem. Ed Teacher	E	7/31/21
Trish McCarty	Lay Member	E	7/31/21

Recommendation to the State Board

It is recommended that the Board appoint Beth Simek, Scott Hagerman, Maureen Erickson, Aaron Harris and Trish McCarty to the Professional Practices Advisory Committee.

Contact Information:

Alicia Williams, Deputy Director, State Board of Education

REVISED EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking for R7-2-810 regarding Emergency Administration of Inhalers

Action/Discussion Item

Information Item

Background and Discussion

In 2017, the legislature passed HB2208 which requires the Board to adopt rules regarding the emergency administration of inhalers. The Board opened rulemaking on June 26, 2017 and held a public hearing on July 24, 2017. Public feedback has supported adoption and closure of the rulemaking process.

The public health intent of this statute is to reduce 911 calls and emergency department admissions due to severe respiratory episodes at schools.

Asthma, a common respiratory disease, affects more than 750,000 Arizonans. The Centers for Disease Control estimates that 10.9% of Arizona children currently have asthma and over their lifetimes, 24% of youth under age 17 will have asthma. Arizona has a higher prevalence nationally, and the incidence of asthma is increasing.

Asthma can be controlled with quality health care, correct medications and good self-management skills.

When not well controlled, asthma can be life threatening. Children often experience severe episodes, or asthma attacks, while at school. Symptoms include coughing, wheezing, chest tightness and shortness of breath. The best treatment for such an emergency is to administer an emergency dose of inhaler "rescue" medication, usually Albuterol. If the child does not have an inhaler at school, then the school must call 991 and the child will be transported to an emergency department or hospital.

The result is a frightening experience for the child, an expensive charge for the service, and lost time at school. All these outcomes can be prevented if trained school staff members have the medication on hand and the authority to administer an emergency dose of inhaler medication to the person undergoing the episode.

The Inhaler for Schools statute is based on a successful 2-year pilot program conducted in Tucson schools by Professor Lynn Gerald, Associate Director of Clinical Research at the Asthma & Airways Disease Research Center, Mel and Enid Zuckerman College of Public Health, University of Arizona. The program demonstrated that a stock Albuterol program inhaler policy reduced 911 calls by 20% and Emergency Medical System (EMS) transports by 40%. The program also demonstrated the effectiveness of a video module to train school staff. The success of the pilot program in Tucson generated a group of supporters who promoted the Inhaler legislation and continued to assist in development of the rules.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

REVISED EXECUTIVE SUMMARY

The following provided consultation in the development of the regulation and other supporting documents: pediatric pulmonary physicians, pharmacists, school nurses, the School Nurse Organization of Arizona, the Deputy Director of the State Board of Education, school administrators, the American Lung Association, the Maricopa County Department of Public Health, the Arizona Asthma Coalition and Professor Lynn Gerald of the College of Public Health, University of Arizona.

This new inhaler legislation is in the same section of the statute as the Epi Pen and has similar provisions.

The proposed inhaler regulation, pursuant to A.R.S. § 15-158, includes the following provisions:

- School districts and charter schools that elect to administer inhalers shall develop inhaler policies and procedures in compliance with the regulations.
- At least two designated employees per school must have annual training to recognize the symptoms of respiratory distress and how to render emergency treatment, the proper storage of medications, and emergency follow-up procedures.
- Participating schools are required to have a standing order for the use of the medication and a prescription issued by the chief medical officer of a county health department, a physician or nurse practitioner.
- Schools are allowed to accept monetary donations or grants for the purchase of inhalers, spacer and holding chambers.
- Persons who issue the standing order and employees of schools are immune from civil liability.

The annual cost to provide a stock inhaler and spacer or holding chamber to a school is \$114.

A public hearing was held on July 24, 2017. Public input from the public hearing and the State Board inbox support closure of the rule. Technical corrections were recommended as reflected in the red-lined draft.

After July 27, Board staff received additional feedback from the field. The following clarifying and technical changes are recommended to the July 25th draft:

- (C)(1): clarify employees who receive training in the recognition of respiratory distress and the procedures to follow when respiratory distress occurs, are also required to receive training in the administration of inhalers.
- (C)(4): strike "should" insert "shall."
- (E)(3)(a): clarify trained employees or agents must determine if the use of an

REVISED EXECUTIVE SUMMARY

inhaler will properly address the respiratory distress or emergency.

- (F)(1) and (3): add a statutory reference to A.R.S. § 36-2229 that was added by HB 2208.

Recommendation to the Board

It is recommended that the Board close rulemaking for R7-2-810 regarding Emergency Administration of Inhalers, including clarifying and technical changes as recommended by Board staff.

R7-2-810 Emergency Administration of Inhalers

- A. Applicability. This rule applies to:
1. Any school district or charter school that voluntarily chooses to stock inhalers pursuant to A.R.S § 15-158.
 2. All school districts when required to stock inhalers pursuant to A.R.S. § 15-158.
- B. Definitions. The following definitions are applicable to this rule:
1. "Authorized Entity" refers to any school district or charter school.
 2. "Bronchodilator" means Albuterol or another short-acting bronchodilator that is approved by the United States Food and Drug Administration for the treatment of respiratory distress.
 3. "Inhaler" means a device that delivers a bronchodilator to alleviate symptoms of respiratory distress that is manufactured in the form of a metered-dose inhaler or dry-powder inhaler that includes a spacer or holding chamber that attaches to the inhaler to improve the delivery of the bronchodilator.
 4. "Respiratory distress" includes the perceived or actual ~~present~~ presence of coughing, wheezing or shortness of breath.
 5. "Standing order" means a prescription protocol or instructions issued by the chief medical officer of a county health department, physicians licensed pursuant to Title 32, Chapter 13 or 17, or nurse practitioners licensed pursuant to Chapter Title 32, Chapter 15.
- C. Annual training on recognition of symptoms of respiratory distress and administration of inhalers.
1. Each school district and charter school that elects to administer inhalers shall designate at least two employees at each school site who shall be required to be trained in the recognition of respiratory distress symptoms and the procedures to follow when respiratory distress occurs, and at least two employees at each school to be trained in the administration of inhalers, as directed on the prescription protocol. Schools may also designate agents to receive training. While each school is required to have two trained personnel in order to implement the stock inhaler policies, schools ~~are welcome to~~may train as many personnel or agents as they feel necessary.
 2. Training in the administration of inhalers shall be conducted by a nationally recognized organization that is experienced in training laypersons in emergency health treatment.
 3. Training may be conducted online or in person and at a minimum shall include:
 - a. How to recognize signs and symptoms of respiratory distress in accordance with good clinical practice.
 - b. Standards and procedures for storage of inhalers.
 - c. Standards and procedures for administration of an inhaler, as directed on the prescription protocol.
 - d. Emergency follow-up procedures after the administration of an inhaler.

4. The organization that conducts the training shall issue a certificate to each person who successfully completes the training. The school employee or authorized agent should submit this certificate to the school.
 5. Annual training is required for all designated employees or agents of the school.
 6. School districts and charter schools shall maintain and make available on request a list of school personnel or authorized agents who are authorized to administer inhalers pursuant to a standing order.
- D. Procedures for annually requesting a standing order and the prescription for the inhaler and holding chamber.
1. Each participating school district or charter school shall obtain a standing order and prescription for inhalers and spacers or holding chambers pursuant to [Section A.R.S. §-15-158](#) from the chief medical officer of a county health department, a physician licensed pursuant to Title 32, Chapter 13 or 17, or a nurse practitioner pursuant to Title 32, Chapter 15.
 2. Standing orders and prescriptions shall be requested and renewed annually.
- E. Procedures for the administration of inhalers in emergency situations.
1. School districts and charter schools that elect to administer inhalers shall:
 - a. Prescribe and enforce policies and procedures for the emergency administration of inhalers by designated and trained medical and non-medical personnel.
 - b. Designate at least two employees at each school to be trained to recognize respiratory distress and administer inhalers.
 - c. Require designated personnel or agents to participate in annual training and provide a certificate of successful completion to the school.
 - d. Designate employees who have completed the required training to be responsible for the storage, maintenance, control and general oversight of the inhalers and spacers or holding chambers acquired by the school.
 - e. Acquire and stock a supply of inhalers and spacers or holding chambers pursuant to a standing order prescription.
 - f. Store medication in a secure, temperature appropriate location, unlocked and readily accessible to designated personnel.
 2. Pursuant to a standing order, an employee or agent of a school district or charter school who is trained in the administration of inhalers may administer or assist in the administration of an inhaler to a pupil or adult whom the employee believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.
 3. Procedures adopted by ~~school~~ [school districts and charter schools](#) shall address at a minimum, the following requirements:
 - a. Determine if symptoms indicate possible respiratory distress or emergency.
 - b. Administer the correct dose of inhaler medication, as directed by the prescription protocol, regardless of whether the individual who is believed to be experiencing respiratory distress has a prescription for an inhaler

and spacer or holding chamber or has been previously diagnosed with a condition requiring an inhaler.

- c. Restrict physical activity, encourage slow breaths and allow the individual to rest.
 - d. Assure that a trained employee stay with the subject who has been administered inhaler medication until it is determined whether the medication alleviates symptoms.
 - e. If applicable, instruct-instruct office staff to notify the school nurse if the inhaler is administered by a trained but non-licensed person. ~~(If applicable).~~
 - f. Instruct school staff to notify the parent or guardian.
 - g. Call 911 if severe respiratory distress continues. Advise that inhaler medication was administered and stay with the person until emergency medical responders arrive.
 - h. If the individual shows improvement, keep ~~him/her~~the individual under supervision until breathing returns to normal, with no more chest tightness or shortness of breath, and ~~he/she~~the individual can walk and talk easily.
 - i. Allow a student to return to class if breathing has returned to normal and all symptoms have resolved.
 - j. Notify a parent or guardian once the inhaler has been administered.
 - k. Document the incident detailing who administered the inhaler, the approximate time of the incident, notifications made to the school administration, emergency responders, and parents/guardians.
 - l. Retain the incident data on file at the school ~~for 5 years~~ pursuant to the general records retention schedule regarding health records for school districts and charter schools established by the Arizona State Library, Archives and Public Records.
 - m. Order replacement inhalers, spacers and holding chambers as needed.
4. A school district or charter school may accept monetary donations for or apply for grants for the purchase of inhalers and spacers or holding chamber or may accept donations of inhalers and spacers or holding chambers directly from the product manufacturers.

F. Immunity from Civil Liability.

1. Chief medical officers of county health departments, physicians licensed pursuant to Title 32, Chapter 13 or 17, nurse practitioners licensed pursuant to Title 32, Chapter 15, school districts, charter schools and employees or agents of school districts and charter schools are immune from civil liability with respect to all decisions made and actions taken that are based on good faith implementation of the requirements of this ~~statute section and A.R.S. § 15-158~~, except in cases of gross negligence, willful misconduct or intentional wrongdoing.
2. The immunity from civil liability does not affect a manufacturer's product liability regarding design, manufacturing or instructions for use of medication, an inhaler device and spacer or holding chamber.

3. The administration of an inhaler pursuant to this ~~statute section~~ and A.R.S. § 15-158 is not the practice of medicine or any other profession that otherwise requires a license.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding public comment policy.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 38-431.01 (H) allows public bodies to make an open call to the public during public meetings, subject to reasonable time, place and manner restrictions, to allow individuals to address the public body on any issue within the jurisdiction of the body.

To address the Board, A.A.C. R7-2-101 allows any member of the public to submit a written request on a form provided by the Board. The President or a majority of the Board may allot a reasonable time for members of the public to address the Board with respect to agenda items.

Attached is a draft public comment policy based on other states' policies.

Recommendation to the Board

It is recommended that the Board adopt a public comment policy.

**Arizona State Board of Education Policy
Regarding Public Comments at Board Meetings**

1. Pursuant to A.R.S. § 38-431.01, the State Board of Education (Board) may accept comment from any person on items that appear on the Board's agenda for that meeting, as well as general public comments within the jurisdiction of the Board.
2. A person who desires to speak to the Board shall either submit a completed request to speak form to Board staff on the day of the meeting at least five (5) minutes before the start of the meeting or submit a request to speak to inbox@azsbe.az.gov at least twelve (12) hours before the start of the meeting. Request to speak forms shall be made available at least thirty (30) minutes prior to the start of the Board meeting and available on the Board's website.
3. Request to speak information shall include the name and address of the person providing the comments, the name of the organization (if any) that the person represents, the agenda item or subject to be discussed and if, applicable, if the person is for or against the issue.
4. Public comments are subject to the following rules:
 - a. When an individual registers to provide public comment, the individual will indicate on the request to speak form the specific agenda item on which the individual wishes to comment, or that the individual will be making only general comment.
 - b. Comments will be taken during the Public Comment segment of the agenda unless the speaker indicates a request to comment when a specific agenda item is before the Board.
 - c. Public comments are **limited to three (3) minutes** in length. Comments shall be timed by Board staff and time limits will be strictly enforced. The Board may also designate a meeting as a public hearing on a particular issue, giving more individuals the opportunity to present their opinions to the Board.
 - d. To allow for appropriate consideration of written comments, written comments shall be submitted to inbox@azsbe.az.gov or the Board office by noon on the business day preceding the Board meeting, which will be emailed by Board staff to Board members and accepted for the record, but will not be read aloud by Board staff or Board members at a Board member. Written comments will not be distributed at a Board meeting.
 - e. No person may speak more than once on the same topic.
 - f. Comments shall be directed to the Board, not to an individual Board member, and questions will not be entertained.
 - g. Statements shall not be abusive or argumentative, and persons making statements shall not debate statements made by other persons.
5. The President of the Board, or the President's designee, shall enforce these rules and may take actions necessary to maintain order at the Board meeting. Such actions may include, but:
 - a. interrupting a person making a statement if the statement is too lengthy, unduly repetitive or otherwise violates this policy; and
 - b. limiting the total amount of time devoted to public statements based on the number of persons wishing to make statements and the length of the Board's agenda.



ARIZONA STATE BOARD OF EDUCATION

CALL TO THE PUBLIC

REQUEST TO SPEAK FORM

NOTE: Presentations are limited to *three (3)* minutes. The State Board President may adjust time for comments as the agenda permits.

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

ORGANIZATION: _____

TITLE: _____

SUBJECT: _____

AGENDA ITEM #: _____ NOT ON AGENDA []

FOR THE ISSUE []

AGAINST THE ISSUE []

Please submit this form to the Executive Director or Administrative Assistant
for the State Board of Education. Thank you.

REVISED EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking on the regarding changes to Board rules governing educator certification

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

A.R.S. § 15-203(A)(14) requires the Board to adopt rules governing educator certification. In 2017, SB 1042 made sweeping changes to the laws governing educator certification.

The Board's Certification Advisory Committee (CAC) met on the following dates to revise and provide recommendations to the Board's rules regarding educator certification:

- November 2, 2016
- January 25, 2017
- February 6, 2017
- March 31, 2017
- May 8, 2017
- May 19, 2017

The Arizona Department of Education (ADE) staff participated in discussions regarding the rule changes.

On May 8, 2017, and May 19, 2017, the CAC recommended that the Board open rulemaking regarding the Board rules governing educator certification and alternative preparation program providers.

The Board opened rulemaking at its June 26, 2017, Board meeting regarding the following Board rules:

1. R7-2-604.03 regarding Alternative Educator Preparation Programs
2. R7-2-604.04 regarding the Alternative Educator Preparation Program Process
3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
5. R7-2-607 regarding General Certification Provisions
6. R7-2-608 regarding Early Childhood Teaching Certificates
7. R7-2-609 regarding Elementary Teaching Certificates
8. R7-2-610 regarding Secondary Teaching Certificates
9. R7-2-610.01 regarding Secondary Teaching Certificates
10. R7-2-610.02 regarding Secondary Teaching Certificates

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

REVISED EXECUTIVE SUMMARY

11. R7-2-611 regarding Special Education Teaching Certificates
12. R7-2-612 regarding Career and Technical Education Teaching Certificates
13. R7-2-613 regarding PreK-12 Teaching Certificates
14. R7-2-614 regarding Other Teaching Certificates
15. R7-2-616 regarding Administrative Certificates
16. R7-2-617 regarding Other Professional Certificates
17. R7-2-619 regarding Renewal Requirements
18. R7-2-621 regarding Reciprocity

Board staff drafted technical revisions based on feedback from the public, the Arizona Department of Education (ADE) and legislative staff. A public hearing was held on July 24, 2017; no public comment was received.

After July 27, Board staff received feedback from legislative staff. The following revisions are recommended to the July 27 draft:

- R7-2-607. General Certification:
 - Page 2, line 15, strike “the” insert “a”
 - Page 3, strikes lines 1 through 5, insert: “T. As used in this article, unless otherwise provided, “work experience” means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrates knowledge or skills relevant to a subject area.”
- R7-2-608. Early Childhood Teaching Certificate
 - Page 2, lines 31 and 32, strike “early childhood education” insert “a relevant content area”
 - Page 3, line 35, strike “early childhood education” insert “a relevant content area”
- R7-2-609. Elementary Teaching Certificates
 - Page 1, line 21, strike “elementary education” insert “a relevant content area”
 - Page 2, line 14, strike “elementary education” insert “a relevant content area”
- R7-2-613. Prek-12 Teaching Certificates
 - Page 1, line 27, strike “arts education” insert “content area”
 - Page 2, line 10, strike “arts education” insert “a relevant content area”
 - Page 2, line 42, strike “dance education” insert “a relevant content area”
 - Page 3, line 22, strike “theatre education” insert “a relevant content area”
 - Page 4, line 4, strike “music education” insert “a relevant content area”
 - Page 4, line 40, strike “physical education” insert “a relevant content area”
 - Page 5, line 23, strike “physical education” insert “a relevant content area”

REVISED EXECUTIVE SUMMARY

Modifications to Alternative Educator Preparation Program Providers

The rules for approval of alternative educator preparation programs were substantially revised. As required by SB1042, the proposed Board rules delineate a process for the approval of alternative educator preparation program providers that is substantially different and less restrictive than the current Board rules. In addition, the legislation created a pathway for school districts and charters to “grow their own” educators through a classroom-based alternative preparation program. Educators who successfully complete such a program are eligible for the newly created Classroom-Based Standard Teaching certificate.

Modifications to General Certification Provisions

The issuance period of standard certificates is increased from eight years to twelve years and may be issued with deficiencies. Provisional certifications were eliminated. The eligible deficiencies to be completed within three years of issuance are research-based phonics, reading instruction including for students with dyslexia, professionalism and ethics and the Arizona and United States Constitutions (except as otherwise provided by statute). Applicants are exempt from the subject knowledge portion of the Arizona Teacher Proficiency Assessment if they meet one of the following:

1. Verification of two consecutive years of teaching experience in a relevant subject area (for a total of three years) at a postsecondary institution;
2. A bachelor’s, master’s or doctoral degree in a relevant subject area; or
3. A minimum of five years of work experience in a relevant subject area.

A definition of work experience is included: Work experience is defined as work experience identified in the submission of a resume verified by a hiring public school or ADE which demonstrates recognized attainment, knowledge or skill comparable to others in the certification area sought.

Modifications to Standard Teaching Certificates

For applications received on and after August 1, 2018, applicants for Early Childhood Teaching Certificates, Elementary Teaching Certificates, Secondary Teaching Certificates, Special Education Teaching Certificates and PreK-12 Teaching Certificates shall have training in the following areas:

- Research-based systematic phonics (except secondary)
- Research-based instructional strategies in reading, including students with dyslexia
- Developmentally appropriate instructional methodologies for teaching the subject area(s) listed on the certification
- Instructional design and lesson planning, including modifications and

REVISED EXECUTIVE SUMMARY

accommodations

- The learning environment, including classroom management
- Assessing, monitoring and reporting progress
- Teaching students with exceptionalities
- Professional responsibility and ethical conduct

In addition, all applicants shall complete a twelve week capstone experience and for those individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought. Further, the capstone experience may be waived if an applicant has one year of verified full-time teaching experience.

Modifications to Elementary Education Teaching Certificates

The CAC recommended that Elementary Education Teaching Certificates be issued for kindergarten through grade eight.

Modifications to Secondary Teaching Certificates

Based on changes stemming from SB1042, an applicant seeking a secondary teaching certificate in the areas of science, technology, engineering or mathematics (STEM) is exempt from obtaining a passing score on the subject knowledge portion of the Arizona Teacher Proficiency Assessment if the applicant has:

1. Five years of verified work experience in a STEM field; and
2. Adequate subject knowledge within a STEM field as evidenced by one of the following:
 - a. A master's or doctoral degree in a STEM subject; or
 - b. Twenty-four semester hours of coursework in a STEM subject.

A Specialized Secondary STEM certificate for grades six through twelve was created by SB1042 that requires an applicant to demonstrate subject matter knowledge by one of the following:

1. A bachelor's, master's or doctoral degree in a STEM area;
2. Twenty-four semester hours of coursework in a STEM subject; or
3. Verification of two consecutive years of teaching experience in a STEM area (for a total of three years) at a postsecondary institution.

Such applicants are exempt from the testing requirements for the Arizona and United States Constitutions and the professional and subject knowledge portions of the Arizona Teacher Proficiency Assessments.

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In addition, a Subject Matter Expert Standard Teaching Certificate for grades six through twelve was created by the passage of SB1042. A successful candidate for this certificate must possess one of the following:

1. Verified teaching experience in a relevant subject area for the last two years (for a total of three years) at a postsecondary institution;
2. A bachelor's, master's or doctoral degree in a specific subject area that is directly relevant to a content area or subject matter taught in public school; or
3. Verification of a minimum of five years of work experience in the relevant area of certification.

In addition, candidates must obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment, unless the candidate meets the postsecondary teaching experience qualification, and must possess a valid fingerprint clearance card. Candidates for the Subject Matter Expert Standard Teaching Certificate are exempt from meeting the competency requirements for the Arizona and United States Constitutions.

Modifications Specific to PreK-12 Teaching Certificates

Previously, the PreK-12 Arts Education Certificate was issued for applicants seeking to specialize in art, dance, dramatic arts or music. This certificate was delineated into specified certificates as a Standard PreK-12 Arts Education Certificate, Standard PreK-12 Dance Education Certificate, Standard PreK-12 Theatre Education Certificate or Standard PreK-12 Music Education Certificate. In addition, these certificates were expanded to include the pedagogical requirements listed above that apply to standard certificates. Similar pedagogical requirements were added to the PreK-12 Physical Education Certificate.

Modifications to Other Teaching Certificates

The Classroom-Based Standard Teaching Certificate is an alternative pathway to certification. A successful candidate for the Classroom-Based Standard Teaching Certificate must possess a bachelor's degree, successfully complete a classroom-based alternative preparation program, provide verification that the applicant's students made satisfactory progress and achievement with students. In addition, applicants may demonstrate professional knowledge proficiency through three years of verified teaching experience or a passing score on the professional knowledge Arizona Educator Proficiency Assessment. The applicant may demonstrate subject knowledge proficiency through one of the following:

1. Verified teaching experience for the last two years (for a total of three years) at a postsecondary institution;

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2. A bachelor's, master's or doctoral degree in a relevant subject area;
3. Verification of a minimum of five years of work experience in a relevant subject area the applicant is seeking certification;
4. Three years of verified teaching experience in the area the applicant is seeking certification; or
5. A passing score on the subject knowledge portion of the Arizona Teacher Proficiency Assessment.

Applicants seeking certification in an area tested by the statewide assessment must also provide verified evidence of two years of full-time teaching, showing that the applicants' students performed at grade-level or at a rate equivalent to one year of academic growth.

Modifications to Standard Professional Administrative Certificates

All professional certificates were modified as standard certificates to allow for 12 year issuance, consistent with the teaching certificates.

Modifications to Other Professional Certificates

All other professional certificates were modified as standard certificates to allow for 12 year issuance, consistent with the teaching certificates. Updated, conforming renewal requirements are also included.

Modifications to Renewal Requirements

The Board rule related to renewal of certificates was amended regarding term of renewal, continuing education requirements, and to allow for awareness training regarding human trafficking of children. In addition, conforming changes based on SB1057 state that an individual with a valid fingerprint clearance card who has had a certificate expire at least two years ago but not more than ten years ago may renew the expired certificate and any endorsements or approved areas if the individual had ten or more years of verified full-time experience in this state and is in good standing.

Modifications to Reciprocity

Based on SB 1042, all certificates are issued for twelve years, instead of eight years. In addition, all applicants for reciprocity are now exempt from both the subject knowledge and professional knowledge Arizona Teacher Proficiency Assessments.

Possible Rules Related to Special Education Paraprofessionals

Requests from the field indicated that many paraprofessionals in the field of special education have completed all of the necessary education and training requirements to

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become a certified teacher but are unable to complete the student teaching requirement due to financial burdens. It was proposed to the CAC to waive the student teaching (capstone) experience with verified evidence of two years of full-time teaching as a paraprofessional and with a letter of recommendation from the school principal.

The CAC voted not to recommend this change for paraprofessionals.

Possible Rules Related to Emergency Certified Teachers

In order to create an additional pathway to certification, requests from the field suggested revisions so that the holder of an Emergency Teaching Certificate may apply for a standard teaching certificate upon completion of the following:

1. Verification of two years of full-time teaching for two years preceding the application;
2. Verification from the school administrator that the applicant made satisfactory progress and achievement with students after two years of full-time teaching preceding the application; and
3. A passing score on the professional and subject knowledge portions of the Arizona Teacher Proficiency Assessment. The testing requirements would be waived for an applicant with three years of full-time teaching experience preceding the application.

The CAC voted not to recommend this change to emergency teaching certificates.

Recommendation to the Board

It is recommended that the Board close the rulemaking record regarding changes to Board rules, including staff recommended changes, governing educator certification for the following:

1. R7-2-604.03 regarding Alternative Educator Preparation Programs
2. R7-2-604.04 regarding the Alternative Educator Preparation Program Process
3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
5. R7-2-607 regarding General Certification Provisions
6. R7-2-608 regarding Early Childhood Teaching Certificates
7. R7-2-609 regarding Elementary Teaching Certificates
8. R7-2-610 regarding Secondary Teaching Certificates

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9. R7-2-610.01 regarding Secondary Teaching Certificates
10. R7-2-610.02 regarding Secondary Teaching Certificates
11. R7-2-611 regarding Special Education Teaching Certificates
12. R7-2-612 regarding Career and Technical Education Teaching Certificates
13. R7-2-613 regarding PreK-12 Teaching Certificates
14. R7-2-614 regarding Other Teaching Certificates
15. R7-2-616 regarding Administrative Certificates
16. R7-2-617 regarding Other Professional Certificates
17. R7-2-619 regarding Renewal Requirements
18. R7-2-621 regarding Reciprocity

1 **R7-2-604.03. Alternative Educator Preparation Programs**

2 Professional Preparation Institutions that submit an alternative educator preparation program(s)
3 for Board approval must adhere to R7-2-604.01 R7-2-604.04.

4
5 **R7-2-604.0403-04. Alternative Educator Preparation Program Approval Process**

6 Professional Preparation Institutions that submit an alternative educator preparation program(s)
7 for Board approval must adhere to R7-2-604.02, except that individuals participating in or
8 completing Board approved alternative educator preparation programs as delineated in this
9 section may apply for a teaching intern certificate, pursuant to R7-2-614(E), and may complete
10 their field experience and capstone experiences during the valid period of their teaching intern
11 certificate.

12 A. An organization that includes, but is not limited to, universities under the jurisdiction of the
13 Arizona Board of Regents, community colleges in this state, private postsecondary institutions
14 licensed by this state, school districts, charter schools, professional organizations, nonprofit
15 organizations, private entities and regional training centers that oversee one or more educator
16 preparation programs which wishes to offer a program for an alternative route for the
17 certification of teachers and administrators in this State must apply to the State Board of
18 Education on a form prescribed by the Department of Education for approval to become an
19 approved provider of such a program. The application must include, ~~without limitation:~~

20 1. The name and location of the applicant;

21 2. The name of the program;

22 3. If the applicant is accredited, the name of the regional accrediting body and the
23 accreditation status of the applicant;

24 4. If the applicant is a private postsecondary educational institution, evidence that the applicant
25 is licensed to operate by the State Board of Private Postsecondary Education pursuant to A.R.S.
26 § 32-3021;

27 5. A description of the budget of the program;

28 6. The areas of certification for which the applicant will offer the program;

29 7. A description of the program, which must include, ~~without limitation:~~

30 a. The way in which the elements of the program will comply with the requirements of this [article](#)
31 [section](#) and R7-2-602, R7-2-603 as applicable and A.R.S. § 15-203(A)(14)(a)(i)-(vi);

32 b. The application and review process for persons to enroll in the program, including, ~~without~~
33 ~~limitation,~~ a copy of all forms that will be used in the process; and

34 c. The supervised, school-based experiences the applicant will provide, [including: as required](#)
35 [by R7-2-604\(5\), R7-2-604\(7\) and R7-2-604\(16\) including, without limitation:](#)

36 i. The name of each school and school district that will participate in the supervised, school-
37 based experience;

38 ii. The length of time for which a candidate will be required to participate in the supervised,
39 school-based experience, including, ~~without limitation,~~ any orientation that the candidate must
40 complete;

41 iii. The manner by which candidates will be mentored by an effective or highly effective teacher
42 and evaluated during the supervised, school-based experience;

43 iv. How the supervised, school-based experience will promote the effectiveness of teachers
44 and administrators, as appropriate; and

45 v. A copy of all forms that will be used for the supervised, school-based experience process;

46 8. A list of all staff members for the program, the roles and responsibilities of each person and
47 his or her credentials;

48 9. A statement of the estimated time it will take a candidate enrolled in the program to complete
49 the program, which must allow for completion of the program within one year but not more than
50 three years;

1 10. A description of the manner by which the applicant will evaluate the success or failure of
2 each candidate enrolled in the program and track the progress of each such candidate, including
3 a copy of all forms that will be used for the evaluation and tracking;

4 11. A description of how the applicant will evaluate the success of the program, which must
5 include the information required for the evaluation pursuant to R7-2-604.02(K)(4); and

6 ~~12. Any other information required by the State Board of Education.~~

7 B. Upon receipt of an application for approval as an approved provider pursuant to subsection
8 A, the State Board of Education will appoint a review team to review the application consisting of
9 a currently certified professional educator that is a graduate of an alternative certification program,
10 a currently certified professional administrator, a member of the business community, and two
11 members of the Certification Advisory Committee, and a representative from the Department of
12 Education. The review team shall:

13 1. Examine the application;

14 2. Determine whether to recommend that the State Board of Education grant its approval of the
15 application based upon the requirements of this ~~article~~ section without any additional
16 requirements; and

17 3. Submit its recommendation to the State Board of Education within 60 days of receipt of the
18 application.

19 C. The State Board of Education will review the recommendation of the review team submitted
20 pursuant to subsection B. and provide to the applicant written notice of its approval or denial. The
21 State Board of Education may grant provisional approval to an applicant pursuant to subsection

22 D. If the State Board of Education denies an application, the applicant may correct any
23 deficiencies identified in the notice of denial and resubmit the application for review by the State
24 Board of Education within 60 days of the denial.

25 D. If the State Board of Education grants an applicant provisional approval, the applicant may
26 offer the program for an alternative route to certification described in the application for the period
27 prescribed by the State Board of Education. The applicant must remove all the provisions under
28 which the approval was issued before the expiration of the provisional approval. If the applicant
29 removes the provisions within the prescribed time, the State Board of Education will grant
30 nonprovisional approval to the applicant as an approved provider. Provisional approval is valid for
31 two years after the date on which the State Board of Education granted provisional approval. If
32 an applicant does not remove all the provisions within the prescribed time, the provisional
33 approval is automatically revoked.

34 E. Except as otherwise provided in subsection D, if an applicant is approved as an approved
35 provider pursuant to this section, the approval is valid for six years after the date of approval. To
36 continue the approval, the qualified provider must submit an application for renewal before the
37 expiration of the approval to the State Board of Education on a form prescribed by the Department
38 of Education. If the application for renewal is approved by the State Board of Education, the
39 renewal is valid for six years after the date of the approval.

40 F. If an approved provider intends to offer a program for an alternative route to certification for
41 an area of certification that is different from the area of certification for which the qualified provider
42 has been approved, the qualified provider must submit a new application pursuant to subsection
43 A to offer a program for an alternative route to certification for that area of certification.

44 G. An approved provider shall provide its program completers with an institutional
45 recommendation for issuance of the appropriate Arizona alternative path certification within 45
46 days. An approved provider seeking renewal of its program approval shall submit the required
47 renewal application for review at least 90 days prior to the program expiration date.

48 H. Each qualified provider must ~~submit be evaluated through a biennial~~ report ~~once every two~~
49 years which includes: ~~pursuant to R7-2-604.02(K).~~

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

8 The Department shall:

- 9 1. Present the results of the ~~biennial~~ report to the State Board of Education; and
- 10 2. After the results have been presented to the State Board of Education, post the ~~biennial~~
11 report on the Department's website.
 - 12 1. Each qualified provider shall cooperate with the State Board of Education and the
13 Department in the evaluation of the effectiveness of this ~~article~~ section.

14
15 **R7-2-604.05. Revocation of approval of qualified provider: Notification of intent;**
16 **requirements of exit plan.**

17 A. The State Board of Education may revoke its approval of an approved provider if the Board
18 determines that the program for an alternative route to certification offered by the qualified
19 provider does not meet the applicable requirements of ~~R7-2-604.04~~ ~~this article~~.

20 B. Before the Board revokes its approval of an approved provider, the Board will notify the
21 qualified provider of its intent to revoke approval. The notice must include the specific reasons
22 upon which the Board is basing its decision. Not later than 30 days after the date on which the
23 qualified provider receives the notice, the qualified provider may submit a written response to the
24 Board which sets forth the reasons why approval should not be revoked. The Board will review
25 the notice and any response submitted by the qualified provider and will determine whether to:

- 26 1. Revoke the approval of the qualified provider;
- 27 2. Allow the qualified provider to continue providing the program for an alternative route to
28 certification if certain enumerated conditions are met; or
- 29 3. Allow the continued approval of the qualified provider without conditions.

30 C. If the Board revokes its approval of an approved provider, the qualified provider must
31 provide an exit plan which includes ~~without limitation~~, a description of how the qualified provider
32 will assist candidates enrolled in the program for an alternative route to certification in completing
33 another program with a different qualified provider at no cost to the candidate.

34
35 **R7-2-604.06. Classroom-Based Alternative Preparation Program Approval Process**

36 A. A school district or charter school may apply to the Board for approval as a classroom-based
37 alternative preparation program provider. The application, on a form prescribed by the
38 Department, must include the following:

- 39 1. Verification that individuals ~~to be~~ enrolled in ~~the~~ program ~~will~~ have a bachelor's degree from
40 an accredited institution;
- 41 2. Verification that individuals ~~to be~~ enrolled in ~~the~~ program ~~will~~ have a valid fingerprint card
42 issued by the Arizona Department of Public Safety;
- 43 3. Prior to August 1, 2020, individuals enrolled in the program possess:
 - 44 a. An emergency teaching certificate; or
 - 45 b. A teaching intern certificate
 - 46 c. Individuals enrolled at a charter school classroom-based alternative preparation program are
47 not required to possess a certificate.

48 4. Data supporting the efficacy of its teacher preparation program, ~~which may including include~~
49 stakeholder surveys, completer data and student achievement data. The school district or charter

1 school may contract with a third party provider to provide the classroom-based alternative
2 preparation program and may use that program’s efficacy data to meet this requirement.

3 B. Upon successful completion of a classroom-based alternative preparation program, an
4 individual may apply for an Arizona Classroom-Based Standard Teaching certificate. with:

5 —1. Verification of satisfactory progress and achievement with students

6 —2. Demonstration of subject knowledge proficiency with:

7 —a. Verification of teaching courses relevant to a content area or subject matter for the last two
8 consecutive years, and for a total of at least three years at one or more accredited postsecondary
9 institutions; or

10 b. A bachelor’s, master’s or doctoral degree from an accredited institution in the applicable subject
11 area; or

12 c. Verification of a minimum of five years of experience in the applicable subject area of
13 certification; or

14 d. Three years of verified teaching experience in the same area of certification in which the
15 individual is applying for certification; or

16 e. A passing score on the applicable subject knowledge portion of the Arizona Educator
17 Proficiency Assessment

18 3. Demonstration of professional knowledge proficiency with:

19 a. Three years of verified teaching experience in the same area of certification in which the
20 individual is applying for certification; or

21 b. A passing score on the applicable professional knowledge portion of the Arizona Educator
22 Proficiency Assessment

23 c. a valid fingerprint card issued by the Arizona Department of Public Safety

24 —C. An individual seeking certification who was teaching courses or subjects tested by the
25 statewide assessment must also provide:

26 —1. Verified evidence of two years of full-time teaching; and

27 —2. Verified evidence that the individual’s students performed at grade level; or

28 —3. Verified evidence that the individual’s students achieved at least one year of academic growth
29 at a rate equivalent to the state average for the students’ associated peer groups
30

1 **A.A.C. R7-2-607. General Certification Provisions**

2 A. The evaluation to determine qualification for certification shall not begin until an institutional
3 recommendation or application for certification and official transcripts, and the appropriate fees
4 have been received by the Department. Course descriptions, verification of employment, and
5 other documents may also be required for the evaluation.

6 B. Unless otherwise specified, a standard certificate shall be issued for twelve years and may
7 be issued with deficiencies. Applicants may receive a standard certificate with the following
8 deficiencies of requirements to be completed within three years: research-based phonics;
9 reading instruction including for students with dyslexia; professionalism and ethics; and U.S.
10 and Arizona Constitutions. If an applicant fails to meet these requirements within the prescribed
11 time period, the Department of Education or the Board may temporarily suspend the standard
12 certificate, but the suspension ~~is~~ not considered a disciplinary action and the individual shall
13 be allowed to correct the deficiency within the remaining time of the standard certification.

14 C. The effective date of a new certificate shall be the date the evaluation is completed by the
15 Department. The effective date of a renewed certificate shall be the date the evaluation for
16 renewal is completed by the Department.

17 C. Unless otherwise specified, all certificates and provisional endorsements issued for three
18 years or less shall expire on the date of issuance in the year of expiration. All certificates issued
19 for more than three years shall expire on the holder's birth date in the year of expiration.

20 ~~D. If an applicant has not met all the requirements for the certificate or endorsement at the~~
21 ~~time of evaluation, the applicant shall have a maximum of 60 days to complete those~~
22 ~~requirements and request re-evaluation.~~

23 ED. Only those degrees awarded by an accredited institution shall be considered to satisfy the
24 requirements for certification.

25 FE. Professional preparation programs, courses, practica, and examinations required for
26 certification shall be taken at an accredited institution or a Board-approved teacher preparation
27 program.

28 GF. Only those courses in which the applicant received a passing grade or credit shall be
29 considered to satisfy the requirements for certification.

30 HG. All certificates issued by the Board before the effective date of this Article are considered
31 to have been issued in conformance with these rules.

32 H. The Board shall issue a comparable Arizona certificate, if one has been established by R7-
33 2-608, R7-2-609, R7-2-610, R7-2-611, R7-2-612, or R7-2-613, and shall waive the requirements
34 for passing the comparable professional knowledge, subject knowledge, and performance
35 portions of the Arizona Teacher Educator Proficiency Assessment, to an applicant who holds
36 current comparable certification from the National Board for Professional Teaching Standards.

37 ~~J. If the applicant has three years of verified teaching or administrative experience in any~~
38 ~~state, including Arizona, regarding the comparable certification or endorsement in which the~~
39 ~~person is applying for certification in this state, the applicant is exempt from obtaining a passing~~
40 ~~score on the Arizona Educator Teacher Proficiency Assessments and Arizona Administrator~~
41 ~~Proficiency Assessment regarding the comparable certification or endorsement in which the~~
42 ~~person is applying for certification in this state, regardless of whether the applicant is certified or~~
43 ~~uncertified.~~

44 I. An applicant is not required to take any portion of the Arizona Teacher Proficiency
45 Assessment if the applicant has at least three years of full-time teaching experience in any
46 state, including this state, in the comparable area of certification or endorsement in which the
47 person is applying for certification, regardless of whether the applicant was certified or
48 uncertified. An applicant is not required to take any portion of the Arizona Administrator

1 Proficiency Assessment if the person has been an administrator in any state, including this
2 state, regardless of whether the applicant was certified or uncertified.

3
4 K.J. An applicant is exempt from the testing requirements for Arizona certificates if the
5 applicant passed corresponding portions of the a professional and or subject knowledge
6 examinations, or administrator examination adopted by a state agency in another state that are
7 substantially similar to the Arizona Educator-Teacher Proficiency Assessments and or the
8 Arizona Administrator Proficiency Assessment.

9 K.L. ~~The An~~ applicant is exempt from the subject knowledge portion of the Arizona Educator
10 Teacher Proficiency Assessment if:

11 a. The applicant provides verification of teaching courses relevant to a the content area or
12 subject matter for the last two consecutive years, and for a total of at least three years at one or
13 more accredited postsecondary institutions; or

14 b. The applicant obtained a bachelor's, master's or doctoral degree from an accredited
15 institution in the applicable a the relevant subject area; or

16 c. The applicant provides verification of a minimum of five years of work experience in the
17 applicable a that is relevant to a subject area of certification.

18 J.L. M. Teachers in grades six through 42 twelve whose primary assignment is in an
19 academic subject required pursuant to R7-2-301, and R7-2-302, R7-302.01 and R7-302.02
20 shall hold a certificate, endorsement, or approved area in the assigned subject or demonstrate
21 proficiency by passing the appropriate subject area portion of the Arizona Teacher Educator
22 Proficiency Assessment or as provided in subsections (KJ) and (LK). The subject areas of
23 demonstrated proficiency shall be specified on the certificate. If a proficiency assessment is not
24 offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of
25 courses in the subject.

26 K.M. N. If a language assessment is not offered through the Arizona Teacher Educator
27 Proficiency Assessment, a passing score on a nationally accredited test of a foreign language
28 approved by the Board may demonstrate proficiency of that foreign language in lieu of the 24
29 semester hours of courses in that subject.

30 L.N. O. A teacher's language proficiency in a Native American language shall be verified by a
31 person, persons, or entity designated by the appropriate tribe in lieu of the 24 semester hours of
32 courses in that subject.

33 M.O. P. Teachers of homebound students shall hold the same certificate that is required of a
34 classroom teacher.

35 N.P. Q. Fingerprint clearance cards shall be issued by the Arizona Department of Public
36 Safety.

37 O.Q. R. A person who surrenders their teaching certificate for any reason shall not submit an
38 application for certification with the Board for a period of five years. A person re-applying after
39 the five-year ban must apply under the current rules at the time of re-application.

40 R. S. A teacher with National Board Certification in the subject area(s) the applicant is
41 seeking certification(s) is exempt from the professional knowledge and the subject knowledge
42 portions of the Arizona Educator-Teacher Proficiency Assessments.

43 ST. Notwithstanding any other provision, an individual with a deficiency in the Arizona and
44 U.S. Constitutions who teaches an academic course that focuses primarily on history,
45 government, social studies, citizenship, law or civics shall be issued a standard certificate not to
46 exceed one year subject to suspension in one year if that deficiency is not removed. The
47 suspension is not considered a disciplinary action and the individual shall be allowed to correct
48 that deficiency within the remaining time of the standard certification.

1 T. As used in this article, unless otherwise provided, “work experience” means work
2 experience identified in the submission of a resume verified by a hiring superintendent or
3 personnel director at the public school or the Department of Education which demonstrates
4 recognized attainment of knowledge or skills substantially similar comparable to others in the
5 those required by the subject certification area sought.
6

DRAFT

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

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

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

38 C. Except as noted, all certificates are subject to the general certification provisions in R7-2-
39 607 and the renewal requirements in R7-2-619.

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

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

45 2. The requirements are:

46 a. A bachelor's degree, and

47 b. One of the following:

48 i. Completion of a teacher preparation program in early childhood education from an
49 accredited institution or a teacher preparation program approved by the Board, or

- 1 ii. Early childhood education coursework and practicum experience which teaches the
 2 knowledge and skills described in R7-2-602 and includes both of the following:
- 3 (1) Thirty-seven semester hours of early childhood education courses to include all of
 4 the following areas of study:
 - 5 (a) Foundations of early childhood education;
 - 6 (b) Child guidance and classroom management;
 - 7 (c) Characteristics and quality practices for typical and atypical behaviors of young children;
 - 8 (d) Child growth and development, including health, safety and nutrition;
 - 9 (e) Child, family, cultural and community relationships;
 - 10 (f) Developmentally appropriate instructional methodologies for teaching language, math,
 11 science, social studies and the arts;
 - 12 (g) Early language and literacy development;
 - 13 (h) Assessing, monitoring and reporting progress of young children; and
 - 14 (2) A minimum of eight semester hours of practicum, including:
 - 15 (a) A minimum of four semester hours in a supervised field experience, practicum, internship
 16 or student teaching setting serving children birth through preschool. One year of full-time
 17 verified teaching experience with children in birth through preschool may substitute for this
 18 student teaching experience. This verification may come from a school-based education
 19 program or center-based program licensed by the Department of Health Services or regulated
 20 by tribal or military authorities; and
 - 21 (b) A minimum of four semester hours in a supervised student teaching setting serving
 22 children in kindergarten through grade three. One year of full-time verified teaching experience
 23 with children in kindergarten through grade three in an accredited school may substitute for this
 24 student teaching experience; or
- 25 iii. A valid early childhood education certificate from another state.
- 26 c. A valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety, and
 - 27 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
 28 Proficiency Assessment once that portion of the AEPA is adopted by the Board, and
 - 29 e. A passing score on the early childhood subject knowledge portion of the Arizona [Educator](#)
 30 [Teacher](#) Proficiency Assessment once that portion of the AEPA is adopted by the Board unless
 31 the applicant has a bachelor's, master's or doctoral degree in a relevant content area early
 32 childhood education or otherwise qualifies for a waiver of the subject knowledge examination.
- 33 ~~E. Standard Early Childhood Education Certificate — birth through age 8 or through grade~~
 34 ~~three.~~
- 35 ~~1. By July 1, 2012, either a provisional or a standard early childhood education certificate shall~~
 36 ~~be required for individuals teaching in public school early childhood education programs, except~~
 37 ~~as provided in R7-2-611 or in R7-2-615(L). For individuals teaching in grades one through three,~~
 38 ~~this certificate is optional.~~
 - 39 ~~2. This certificate is valid for six years.~~
 - 40 ~~3. The requirements are:~~
 - 41 ~~a. Qualification for the Provisional Early Childhood Education Certificate; and~~
 - 42 ~~b. Two years of verified teaching experience, during the valid period of the Provisional Early~~
 43 ~~Childhood Education Certificate, with children birth through age 8 or grade three in a school-~~
 44 ~~based education program or center-based program licensed by the Department of Health~~
 45 ~~Services or regulated by Tribal or military authorities; and~~
 - 46 ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
 - 47 ~~4. An individual may also qualify for a Standard Early Childhood Education Certificate if the~~
 48 ~~individual:~~
 - 49 ~~a. Holds current National Board Certification in Early Childhood, and~~

1 ~~b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.~~
2 E. Standard Professional Early Childhood Education Certificate – birth through age 8 or
3 through grade three for applications received on and after August 1, 2018.

4 1. The requirements include all of the following:

5 a. A bachelor's degree;

6 b. Completion of a teacher preparation program in early childhood education from a Board-
7 approved educator preparation program or from an accredited institution offering substantially
8 similar training addressing the following topics and any others as required by law:

9 i. Research-based systematic phonics, including early language and literacy development;

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

13 iii. Foundations of early childhood education;

14 iv. Teaching students with exceptionalities;

15 v. Child guidance and classroom management, including characteristics and quality practices
16 for typical and atypical behaviors of young children;

17 vi. Child growth and development, including health, safety and nutrition;

18 vii. Child, family, cultural and community relationships;

19 viii. Developmentally appropriate instructional methodologies for teaching language, math,
20 science, social studies and the arts;

21 ix. Assessing, monitoring and reporting progress of young children; and

22 x. Instructional design and lesson planning, including modifications and accommodations;

23 xi. Practicum as described in R7-2-604 serving children birth through preschool;

24 xii. Professional responsibility and ethical conduct; and

25 xiii. Twelve week capstone experience as described in R7-2-604 children in kindergarten
26 through grade three, which may be completed during the valid period of a teaching intern or
27 student teaching intern certificate. For individuals seeking dual certification, any capstone
28 experience requirements may be met through separate eight-week capstone experiences in
29 each of the certification areas sought.

30 c. A valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety;

31 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
32 Proficiency Assessment; and

33 e. A passing score on the early childhood subject knowledge portion of the Arizona [Educator](#)
34 [Teacher -Proficiency Assessment](#), unless the applicant has a bachelor's, master's or doctoral
35 degree in a relevant content area-early childhood education or otherwise qualifies for a waiver of
36 the subject knowledge examination.

37 32. Applicants may meet the requirements in subsection (E)(1)(b) with the submission of an
38 application for the Standard Professional Early Childhood Education certificate that includes
39 evidence of [one-two](#) years of verified full-time teaching experience serving children birth through
40 grade three, and [Board-approved or accredited](#) training or coursework which teaches the
41 knowledge and skills described in R7-2-602 and subsections (E)(1)(b)(i)-(xii). One year of
42 verified full-time teaching experience serving children in kindergarten through grade three may
43 be substituted for the capstone experience.

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

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607 and the renewal requirements in R7-2-619.

4 B. ~~Provisional Standard Professional Elementary Certificate – grades K through eight~~

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

7 ~~2. The requirements are:~~

8 ~~a. A bachelor's degree,~~

9 ~~b. One of the following:~~

10 ~~i. Completion of a teacher preparation program in elementary education from an accredited~~
11 ~~institution or a Board-approved teacher preparation program, described in R7-2-604; or~~

12 ~~ii. Forty-five semester hours of education courses which teach the knowledge and skills~~
13 ~~described in R7-2-602, including at least eight semester hours of practicum in grades K through~~
14 ~~eight. Two years of verified teaching experience in grades Prekindergarten through eight may~~
15 ~~be substituted for the eight semester hours of practicum; or~~

16 ~~iii. A valid elementary certificate from another state.~~

17 ~~c. A passing score on the professional knowledge portion of the Arizona Teacher [Educator](#)~~
18 ~~Proficiency Assessment;~~

19 ~~d. A passing score on the elementary education subject knowledge portion of the Arizona~~
20 ~~Teacher [Educator](#) Proficiency Assessment unless the applicant has a bachelor's, master's or~~
21 ~~doctoral degree in a relevant content area elementary education or otherwise qualifies for a~~
22 ~~waiver of the subject knowledge assessment; and~~

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

24 ~~C. Standard Elementary Certificate—grades K through eight~~

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

26 ~~2. The requirements are:~~

27 ~~a. A provisional elementary certificate;~~

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

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

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

35 ~~C. Standard Professional Elementary Certificate – grades kindergarten through eight for~~
36 ~~applications received on and after August 1, 2018.~~

37 ~~1. The requirements include all of the following:~~

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

39 ~~b. Completion of a teacher preparation program in elementary education from a Board-~~
40 ~~approved educator preparation program or from an accredited institution offering substantially~~
41 ~~similar training, addressing the following topics and any others as required by law:~~

42 ~~i. Research-based systematic phonics, including language and literacy development;~~

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

46 ~~iii. Developmentally appropriate instructional delivery, facilitation and methodologies for~~
47 ~~teaching language, math, science, social studies and the arts;~~

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

49 ~~v. The learning environment, including classroom management;~~

1 vi. Assessing, monitoring and reporting progress;
2 vii. Teaching students with exceptionalities;
3 viii. Professional responsibility and ethical conduct; and
4 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades kindergarten
5 through eight, which may be completed during the valid period of a teaching intern or student
6 teaching intern certificate. One year of verified full-time teaching experience in grades
7 kindergarten through eight may be substituted for the capstone experience requirement. For
8 individuals seeking dual certification, any capstone experience requirements may be met
9 through separate eight-week capstone experiences in each of the certification areas sought.
10 c. A passing score on the professional knowledge portion of the Arizona [Teacher Educator](#)
11 Proficiency Assessment;
12 d. A passing score on the elementary education subject knowledge portion of the Arizona
13 [Teacher Educator](#) Proficiency Assessment, **unless the applicant has a bachelor's, master's or**
14 **doctoral degree in a relevant content area elementary education or otherwise qualifies for a**
15 **waiver of the subject knowledge assessment;** and
16 e. A valid fingerprint card issued by the Arizona Department of Public Safety.
17 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
18 application for the Standard Professional Elementary certificate that includes evidence of two
19 years of verified full-time teaching experience in grades kindergarten through eight, and [Board-](#)
20 [approved or accredited](#) training or coursework which teaches the knowledge and skills
21 described in R7-2-602 and subsections (C)(1)(b)(i)-(viii). One year of verified full-time teaching
22 experience in grades kindergarten through eight may be substituted for the capstone
23 experience.

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

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607 and the renewal requirements in R7-2-619.

4 B. ~~Provisional Standard Professional Secondary Certificate~~ - grades six through 12

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

7 2. The requirements are:

8 a. A bachelor's degree,

9 b. One of the following:

10 i. Completion of a teacher preparation program in secondary education from an accredited
11 institution or a Board-approved teacher preparation program, described in R7-2-604; or

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

16 iii. A valid secondary certificate from another state.

17 c. A passing score on one or more subject knowledge portions of the Arizona Teacher
18 Educator Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral
19 degree in a relevant content subject area or otherwise qualifies for a waiver of the subject
20 knowledge exam;

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

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

24 ~~C. Standard Secondary Certificate~~ - grades six through 12

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

26 2. ~~The requirements are:~~

27 a. ~~A provisional secondary certificate;~~

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

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

33 C. Standard Professional Secondary Certificate - grades six through 12 for applications
34 received on and after August 1, 2018.

35 1. The requirements include all of the following:

36 a. A bachelor's degree;

37 b. Completion of a teacher preparation program in secondary education from a Board-
38 approved educator preparation program or from an accredited institution offering substantially
39 similar training, addressing the following topics and any others as required by law:

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

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

44 iii. The learning environment, including classroom management;

45 iv. Developmentally appropriate instructional delivery, facilitation and methodologies;

46 v. Assessing, monitoring and reporting progress;

47 vi. Teaching students with exceptionalities;

48 vii. Professional responsibility and ethical conduct;

1 viii. Twelve weeks of capstone experience as described in R7-2-604 in grades six through
2 postsecondary, which may be completed during the valid period of a teaching intern or student
3 teaching intern certificate; one year of verified full-time teaching experience in grades six
4 through postsecondary may substitute for the capstone experience requirement. For individuals
5 seeking dual certification, any capstone experience requirements may be met through separate
6 eight-week capstone experiences in each of the certification areas sought.

7 c. A passing score on one or more subject knowledge portions of the Arizona [Teacher](#)
8 [Educator](#) Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral
9 degree in a relevant [content subject area](#) or otherwise qualifies for a waiver of the subject
10 knowledge exam;

11 d. A passing score on the professional knowledge portion of the Arizona [Teacher](#) [Educator](#)
12 Proficiency Assessment; and

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

14 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
15 application for the Standard Professional Secondary certificate that includes evidence of two
16 years of verified full-time teaching experience in grades six through postsecondary, and [Board-](#)
17 [approved or accredited](#) training or coursework which teaches the knowledge and skills
18 described in R7-2-602 and subsections (C)(1)(b)(i)-(vii). One year of verified full-time teaching
19 experience in grades six through postsecondary may be substituted for the capstone
20 experience.

21 D. Specialized Secondary Certificate — Science, Technology, Engineering or Mathematics —
22 grades seven through 12

23 1. The certificate is valid for six years.

24 2. The requirements are:

25 a. A bachelor's degree;

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

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

29 d. One of the following options:

30 i. Option A — Postsecondary teaching experience — science, technology, engineering or
31 mathematics

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

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

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

41 a) A passing score on the professional knowledge portion of the Arizona Teacher Proficiency
42 Assessment;

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

47 e) Demonstrate adequate subject matter knowledge through either:

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

1 (ii) ~~Twenty-four hours of relevant coursework in an academic subject that is specific to~~
2 ~~science, technology, engineering or mathematics; or~~

3 (iii) ~~A passing score the professional knowledge portion of the Arizona Teacher Proficiency~~
4 ~~Assessment.~~

5 D. Notwithstanding any other provision, individuals seeking a secondary certificate with an
6 approved area in science, technology, engineering or mathematics are exempted from the
7 requirements of a passing score on one or more subject knowledge portions of the Arizona
8 Educator-Teacher Proficiency Assessment based on:

9 1. Verified work experience of five or more years in science, technology, engineering or
10 mathematics; and

11 2. Demonstrated adequate knowledge of science, technology, engineering or mathematics by
12 a. master's or a doctoral degree in an academic subject that is specific to science, technology,
13 engineering or mathematics; or

14 b. Twenty-four semester hours of relevant coursework in an academic subject that is specific
15 to science, technology, engineering or mathematics.

1 **A.A.C. R7-2-610.01 Secondary Teaching Certificates**

2 Specialized Secondary Certificate – Science, Technology, Engineering or Mathematics – grades
3 six through twelve

4 A. The requirements are:

5 1. One of the following:

6 a. Demonstrate expertise in the subject matter knowledge through:

7 i. A bachelor's, master's or a doctoral degree in an academic subject that is specific to
8 science, technology, engineering or mathematics; or and

9 ii. ~~Twenty~~twenty-four semester hours of relevant coursework in an academic subject that is
10 specific to science, technology, engineering or mathematics; or

11 iii.ii. Verified teaching experience for the last two consecutive years, and for a total of at least
12 three years at one or more accredited postsecondary institutions in science, technology,
13 engineering or mathematics

14 2. Verified work experience of five or more years in science, technology, engineering or
15 mathematics

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

17 B. An individual who meets the requirements of this section is exempt from the competency
18 requirements of the United States and Arizona Constitutions, and the professional knowledge
19 and the subject knowledge portions of the Arizona Educator-Teacher Proficiency Assessments.

1 **A.A.C. R7-2-610.02 Secondary Teaching Certificates**

2 Subject Matter Expert Standard Teaching Certificate – grades six through twelve

3 A. The requirements are:

4 1. One of the following:

5 a. Verified teaching experience for the last two consecutive years, and for a total of at least
6 three years at one or more accredited postsecondary institutions in the [applicable relevant](#)
7 subject area of certification. An individual seeking certification pursuant to this subdivision is
8 exempt from passing the professional knowledge portion of the Arizona [Educator-Teacher](#)
9 Proficiency Assessment; or

10 b. A bachelor's, master's or doctoral degree from an accredited postsecondary institution in
11 the [applicable-specific](#) subject area of certification [that is directly relevant to a content area or](#)
12 [subject matter taught in public schools](#); or

13 c. Verification of expertise through work experience of a minimum of five years in the
14 [applicable-relevant](#) area of certification

15 2. A passing score on the professional knowledge Arizona [Educator-Teacher](#) Proficiency
16 Assessment within two years except as provided by subsection (A)(1)(a). If an applicant fails to
17 meet this requirement within two years, the Department of Education or the Board may
18 temporarily suspend the standard certificate, but the suspension is not considered a disciplinary
19 action and the individual shall be allowed to correct the deficiency within the remaining time of
20 the standard certification.

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

22 B. An individual who meets the requirements of this section is exempt from the competency
23 requirements of the United States and Arizona Constitutions and the subject knowledge portion
24 of the Arizona [Educator-Teacher](#) Proficiency Assessment.

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

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607 and the renewal requirements in R7-2-619. An Early Childhood Special Education
4 certificate as described in this Section is not required for individuals who hold the Early
5 Childhood endorsement as described in R7-2-615 in combination with an Arizona cross-
6 categorical, specialized special education, or moderate to severe disabilities ~~severe and~~
7 ~~profound~~ teaching certificate as described in this Section. An Early Childhood Special Education
8 certificate as described in this Section is not required for individuals who hold the Early
9 Childhood Teaching Certificate as described in R7-2-608 in combination with an Arizona cross-
10 categorical, specialized special education, or moderate to severe disabilities teaching certificate
11 as described in this Section.

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

13 C. Provisional Standard Professional Cross-Categorical Special Education Certificate –
14 grades K through 12 for applications received through December 31, 2015, and Provisional
15 Standard Professional Mild-Moderate Disabilities Special Education Certificate grades K
16 through 12 for applications received on and after January 1, 2016.

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

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

22 3. The requirements are:

23 a. A bachelor's degree,

24 b. One of the following:

25 i. Completion of a teacher preparation program in special education from an accredited
26 institution, which included courses in the instruction and behavior management of students with
27 mild-moderate disabilities; or

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

29 iii. Semester hours of education courses as follows:

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

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

42 (a) Foundations of special education;

43 (b) Legal aspects;

44 (c) Effective collaboration and communication practices;

45 (d) Research-based instruction in math;

46 (e) Research-based instruction in English language arts;

47 (f) Classroom management and behavior analysis;

48 (g) Assessment and eligibility;

49 (h) Language development and disorders;

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

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

6 d. A passing score on the special education portion of the Arizona Teacher Educator
7 Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in a
8 relevant content area mild to moderate special education or otherwise qualifies for a waiver of
9 the subject knowledge examination, and

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

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

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

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

19 3. ~~The requirements are:~~

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

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

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

27 D. Standard Professional Mild-Moderate Disabilities Special Education Certificate grades
28 kindergarten through twelve for applications received on or after August 1, 2018.

29 1. The holder is qualified to teach students with mild to moderate autism, intellectual
30 disabilities, traumatic brain injury, emotional disability, specific learning disability, **multiple**
31 disabilities, speech or language impairment, orthopedic impairments and/or other health
32 impairments.

33 2. The requirements include all of the following:

34 a. A bachelor's degree;

35 b. Completion of a teacher preparation program in special education from a Board-approved
36 educator preparation program or from an accredited institution offering substantially similar
37 training addressing the following topics and any others as required by law:

38 i. Research-based systematic phonics;

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

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

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

44 v. Instructional delivery, facilitation and methodologies;

45 vi. Legal aspects of special education, including individualized education programs and
46 transition planning;

47 vii. Effective collaboration and communication practices, including modifications and
48 accommodations;

49 viii. Research-based instruction in math;

1 ix. Research-based instruction in English language arts;
2 x. Assessment and eligibility, including monitoring and reporting requirements;
3 xi. Language development and disorders;
4 xii. Professional responsibility and ethical conduct;
5 xiii. Twelve weeks of capstone experience as described in R7-2-604 in mild-moderate special
6 education in grades kindergarten through twelve, which may be completed during the valid
7 period of a teaching intern certificate. One year of verified teaching experience in mild-
8 moderate special education in grades kindergarten through twelve may substitute for the
9 capstone experience requirement. For individuals seeking dual certification, any capstone
10 experience requirements may be met through separate eight-week capstone experiences in
11 each of the certification areas sought.

12 c. A passing score on the special education professional knowledge portion of the Arizona
13 Educator-Teacher Proficiency Assessment;

14 d. A passing score on the ~~elementary-special~~ education subject knowledge portion of the
15 Arizona Educator-Teacher Proficiency Assessment, ~~unless the applicant has a bachelor's,~~
16 ~~master's or doctoral degree in a relevant content area mild to moderate special education or~~
17 ~~otherwise qualifies for a waiver of the subject knowledge examination;~~ and

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

19 3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission of an
20 application for the Standard Professional Mild-Moderate Disabilities Special Education
21 Certificate grades kindergarten through twelve that includes evidence of two years of verified
22 full-time teaching experience in mild to moderate disabilities special education in grades
23 kindergarten through twelve and ~~Board-approved or accredited~~ training or coursework which
24 teaches the knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(xii). One
25 year of verified full-time teaching experience in mild to moderate disabilities special education in
26 grades kindergarten through twelve may be substituted for the capstone experience.

27 E. Provisional Specialized Special Education Certificate – grades K through 12.

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

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

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

35 4. The requirements are:

36 a. A bachelor's degree,

37 b. One of the following:

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

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

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

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

- 1 d. A passing score on the specified disability special education portion of the Arizona Teacher
2 Educator Proficiency Assessment, and
- 3 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 4 F. Standard Professional Specialized Special Education Certificate – grades K through 12.
- 5 1. The certificate is valid for ~~six~~ twelve years.
- 6 2. The holder is qualified to teach students with intellectual disabilities, emotional disability,
7 specific learning disability, orthopedic impairments or other health impairments, as specified on
8 the certificate.
- 9 3. The requirements are:
- 10 a. A provisional Special Education certificate;
- 11 b. A passing score on the performance portion of the Arizona Teacher Educator Proficiency
12 Assessment. If a performance portion of the Proficiency Assessment has not been adopted by
13 the Board, two years of verified full-time teaching experience may be used to fulfill this
14 requirement; and
- 15 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 16 G. Provisional Standard Professional Severely and Profoundly Disabled Certificate – grades
17 K through 12.
- 18 1. ~~The certificate is valid for three years and is not renewable but may be extended as set~~
19 ~~forth in R7-2-606(H) or (I).~~
- 20 2. ~~The holder is qualified to teach students with severe and profound disabilities.~~
- 21 3. ~~2.~~ The requirements are:
- 22 a. A bachelor's degree,
- 23 b. One of the following:
- 24 i. Completion of a teacher preparation program in severely and profoundly disabled education
25 from an accredited institution; or
- 26 ii. A valid severe and profound special education certificate from another state; or
- 27 iii. Semester hours of education courses as follows:
- 28 (1) For applications received through December 31, 2015: Forty-five semester hours of
29 education courses which teach the knowledge and skills described in R7-2-602, including 21
30 semester hours of special education courses and eight semester hours of practicum. Special
31 education courses shall include survey of exceptional students, teaching methodologies for
32 students with severe and profound disabilities, foundations of instruction of students with severe
33 and profound disabilities, and diagnostic and assessment procedures for students with severe
34 and profound disabilities. Two years of verified teaching experience with students in grades
35 PreK-12 who are severely and profoundly disabled may be substituted for the eight semester
36 hours of practicum; or
- 37 (2) For applications received on and after January 1, 2016: Forty-five semester hours of
38 education courses which teach the standards described in R7-2-602, including 37 semester
39 hours of special education courses with shall include:
- 40 (a) Foundations low incidence disabilities;
- 41 (b) Legal aspects;
- 42 (c) Effective collaboration and communication practices;
- 43 (d) Adaptive communication;
- 44 (e) Instructional strategies across the curriculum;
- 45 (f) Classroom management and behavior analysis;
- 46 (g) Assessment and eligibility;
- 47 (h) Electives; and a minimum of eight semester hours of practicum with students with severe
48 and profound disabilities. Two years of verified teaching experience in special education in

1 grades K through 12 with students who have severe and profound disabilities may substitute for
2 the eight semester hours of practicum.

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

5 d. A passing score on the severely and profoundly disabled special education portion of the
6 Arizona Teacher Educator Proficiency Assessment unless the applicant has a bachelor's,
7 master's or doctoral degree in a relevant content area severe to profound special education or
8 otherwise qualifies for a waiver of the subject knowledge examination, and

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

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

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

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

13 ~~3. The requirements are:~~

14 ~~a. A provisional severely and profoundly disabled certificate;~~

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

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

20 ~~H. Standard Professional Moderate to Severe Disabilities Certificate – grades kindergarten~~
21 ~~through twelve for applications received on or after August 1, 2018.~~

22 ~~1. The holder is qualified to teach students with moderate to severe disabilities.~~

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

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

25 ~~b. Completion of a teacher preparation program in moderate to severe disabilities education~~
26 ~~from a Board-approved educator preparation program or from an accredited institution offering~~
27 ~~substantially similar training addressing the following topics and any others as required by law:~~

28 ~~i. Research-based systematic phonics;~~

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

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

33 ~~iv. The learning environment, including classroom and individual behavioral management;~~

34 ~~v. Instructional delivery, facilitation and methodologies for teaching research-based instruction~~
35 ~~in math and English language arts;~~

36 ~~vi. Legal aspects of special education, including individualized education programs and~~
37 ~~transition planning;~~

38 ~~vii. Effective collaboration and communication practices, including modifications and~~
39 ~~accommodations;~~

40 ~~viii. Adaptive communication, including language development and disorders;~~

41 ~~ix. Assessment and eligibility, including monitoring and reporting requirements;~~

42 ~~x. Professional responsibility and ethical conduct;~~

43 ~~xi. Twelve weeks of capstone experience as described in R7-2-604 in special education in~~
44 ~~moderate to severe disabilities grades K through 12, which may be completed during the valid~~
45 ~~period of a teaching intern certificate. One year of verified full-time teaching experience in~~
46 ~~special education in moderate to severe disabilities grades kindergarten through twelve may~~
47 ~~substitute for the capstone experience requirement. For individuals seeking dual certification,~~
48 ~~any capstone experience requirements may be met through separate eight-week capstone~~
49 ~~experiences in each of the certification areas sought.~~

1 c. A passing score on the moderate to severe or severe and profound professional knowledge
2 portion of the Arizona [Educator-Teacher](#) Proficiency Assessment,

3 d. A passing score on the elementary education subject knowledge portion of the Arizona
4 [Educator-Teacher](#) Proficiency Assessment **unless the applicant has a bachelor's, master's or**
5 **doctoral degree in a relevant content area moderate to severe special education or otherwise**
6 **qualifies for a waiver of the subject knowledge examination,** and

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

8 3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission of an
9 application for the Standard Professional Moderate to Severe Disabilities Certificate grades
10 kindergarten through twelve that includes evidence of two years of verified full-time teaching
11 experience in moderate to severe disabilities special education in grades kindergarten through
12 twelve and [Board-approved or accredited](#) training or coursework which teaches the knowledge
13 and skills described in R7-2-602 and subsections (H)(2)(b)(i)-(x). One year of verified full-time
14 teaching experience in moderate to severe disabilities special education in grades kindergarten
15 through twelve may be substituted for the capstone experience.

16 I. Provisional Standard Professional Hearing Impaired Certificate – birth through grade 12.

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

19 2. The requirements are:

20 a. A bachelor's degree,

21 b. One of the following:

22 i. Completion of a teacher preparation program in hearing impaired education from an
23 accredited institution; or

24 ii. Forty-five semester hours of education courses which teach the knowledge and skills
25 described in R7-2-602, including 21 semester hours of special education courses for the hearing
26 impaired and eight semester hours of practicum. Special education courses shall include survey
27 of exceptional students, teaching methodologies for students with hearing impairment,
28 foundations of instruction of students with hearing impairment, and diagnostic and assessment
29 procedures for the hearing impaired. Two years of verified teaching experience in the area of
30 hearing impaired in grades PreK-12 may be substituted for the eight semester hours of
31 practicum; or

32 iii. A valid hearing impaired certificate from another state.

33 c. A passing score on the professional knowledge portion of the Arizona Teacher [Educator](#)
34 Proficiency Assessment,

35 d. A passing score on the hearing impaired special education portion of the Arizona Teacher
36 [Educator](#) Proficiency Assessment **unless the applicant has a bachelor's, master's or doctoral**
37 **degree in hearing impaired special education or otherwise qualifies for a waiver of the subject**
38 **knowledge examination,** and

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

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

41 1. The certificate is valid for six years.

42 2. The requirements are:

43 a. A provisional hearing impaired certificate;

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

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

1 K. Standard Professional Hearing Impaired Certificate – birth through grade twelve for
2 applications received on or after August 1, 2018.

3 1. The requirements include all of the following:

4 a. A bachelor's degree;

5 b. Completion of a teacher preparation program in hearing impaired education from a Board-
6 approved educator preparation program or from an accredited institution offering substantially
7 similar training addressing the following topics and any others as required by law:

8 i. Research-based systematic phonics;

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

12 iii. Survey of exceptional students;

13 iv. Teaching methodologies for students with hearing impairment;

14 v. Foundations of instruction of students with hearing impairment;

15 vi. Diagnostic and assessment procedures for the hearing impaired;

16 vii. Professional responsibility and ethical conduct;

17 viii. Twelve weeks of capstone experience as described in R7-2-604 in hearing impaired
18 special education birth through grade twelve, which may be completed during the valid period of
19 a teaching intern certificate. One year of verified full-time teaching experience in the area of
20 hearing impaired in birth through grade twelve may be substituted for the capstone experience
21 requirement. For individuals seeking dual certification, any capstone experience requirements
22 may be met through separate eight-week capstone experiences in each of the certification
23 areas sought.

24 c. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
25 Proficiency Assessment;

26 d. A passing score on the hearing impaired special education portion of the Arizona [Educator](#)
27 [Teacher Proficiency Assessment](#) **unless the applicant has a bachelor's, master's or doctoral**
28 **degree in hearing impaired special education or otherwise qualifies for a waiver of the subject**
29 **knowledge examination;** and

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

31 2. Applicants may meet the requirements in subsection (K)(1)(b) with the submission of an
32 application for the Standard Professional Hearing Impaired Certificate – birth through grade
33 twelve that includes evidence of receipt of two years of verified full-time teaching experience in
34 hearing impaired special education birth through grade twelve and training or coursework which
35 teaches the knowledge and skills described in R7-2-602 and subsections (K)(1)(b)(i)-(vii). One
36 year of verified full-time teaching experience in hearing impaired special education in birth
37 through grade twelve may be substituted for the capstone experience.

38 K. ~~L.~~ Provisional Standard Professional Visually Impaired Certificate – birth through grade 12.

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

41 2. The requirements are:

42 a. A bachelor's degree,

43 b. One of the following:

44 i. Completion of a teacher preparation program in visual impairment from an accredited
45 institution; or

46 ii. Forty-five semester hours of education courses which teach the knowledge and skills
47 described in R7-2-602, including 21 semester hours of special education courses for the visually
48 impaired and eight semester hours of practicum. Special education courses shall include survey
49 of exceptional students, teaching methodologies for students with visual impairment,

1 foundations of instruction of students with visual impairment, and diagnostic and assessment
2 procedures for the visually impaired. Two years of verified teaching experience in the area of
3 visually impaired in grades PreK-12 may be substituted for the eight semester hours of
4 practicum; or

- 5 iii. A valid visually impaired special education certificate from another state.
- 6 c. A passing score on the professional knowledge portion of the Arizona Teacher Educator
7 Proficiency Assessment,
- 8 d. A passing score on the visually impaired special education portion of the Arizona Teacher
9 Educator Proficiency Assessment, and
- 10 e. Demonstration of competency in Braille through one of the following:
 - 11 i. A passing score on the original version of the National Library of Congress certification
12 exam, or
 - 13 ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress,
14 or
 - 15 iii. A passing score on a Braille exam administered by another state, or
 - 16 iv. A passing score on the Braille exam developed and administered by the University of
17 Arizona. Individuals who take this test and are not students at the University of Arizona may be
18 assessed a fee.
 - 19 f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

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

- ~~1. The certificate is valid for six years.~~
- ~~2. The requirements are:~~
 - ~~23 a. A provisional visually impaired certificate;~~
 - ~~24 b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
25 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
26 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
27 ~~requirement; and~~
 - ~~28 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

M. Standard Professional Visually Impaired Certificate – birth through grade 12 for
30 applications received on or after August 1, 2018.

- 31 1. The requirements include all of the following:
 - 32 a. A bachelor's degree;
 - 33 b. Completion of a teacher preparation program in visual impairment from a Board-approved
34 educator preparation program or from an accredited institution offering substantially similar
35 training addressing the following topics and any others as required by law:
 - 36 i. Research-based systematic phonics;
 - 37 ii. Research-based instructional strategies for delivering differentiated reading instruction,
38 assessment, intervention and remediation to support readers of varying ages and ability levels,
39 including students with dyslexia;
 - 40 iii. Survey of exceptional students;
 - 41 iv. Teaching methodologies for students with visual impairment;
 - 42 v. Foundations of instruction of students with visual impairment;
 - 43 vi. Diagnostic and assessment procedures for the visually impaired;
 - 44 vii. Professional responsibility and ethical conduct;
 - 45 viii. Twelve weeks of capstone experience as described in R7-2-604 in visually impaired
46 special education birth through grade twelve, which may be completed during the valid period of
47 a teaching intern certificate. One year of verified full-time teaching experience in the area of
48 visually impaired in birth through grade twelve may be substituted for the capstone experience
49 requirement. For individuals seeking dual certification, any capstone experience requirements

1 may be met through separate eight-week capstone experiences in each of the certification
2 areas sought.

3 c. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
4 Proficiency Assessment,

5 d. A passing score on the visually impaired special education portion of the Arizona [Educator](#)
6 [Teacher](#) Proficiency Assessment, and

7 e. Demonstration of competency in Braille through one of the following:

8 i. A passing score on the original version of the National Library of Congress certification
9 exam, or

10 ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress,
11 or

12 iii. A passing score on a Braille exam administered by another state, or

13 iv. A passing score on the Braille exam developed and administered by the University of
14 Arizona. Individuals who take this test and are not students at the University of Arizona may be
15 assessed a fee.

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

17 [32](#). Applicants may meet the requirements in subsection (M)(1)(b) with the submission of an
18 application for the Standard Professional Visually Impaired Certificate – birth through grade
19 twelve that includes evidence of two years of verified full-time teaching experience in visually
20 impaired special education birth through grade twelve and [Board-approved or accredited](#)
21 training or coursework which teaches the knowledge and skills described in R7-2-602 and
22 subsections (M)(1)(b)(i)-(vii). One year of verified full-time teaching experience in visually
23 impaired special education in birth through grade twelve may be substituted for the capstone
24 experience.

25 M. N. Provisional [Standard Professional](#) Early Childhood Special Education Certificate – birth
26 through 5 years for applications received through December 31, 2015, and birth through age 8
27 or grade 3 for applications received on and after January 1, 2016.

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

30 2. The requirements are:

31 a. A bachelor's degree,

32 b. One of the following:

33 i. Completion of a teacher preparation program in early childhood special education from an
34 accredited institution; or

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

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

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

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

46 [42](#). Thirty-seven semester hours of early childhood education courses which teach the
47 standards described in R7-2-602, to include all of the following areas of study:

48 a. Foundations early childhood education and special education;

49 b. Behavioral interventions for children with an without disabilities;

- c. Characteristics and quality practices for typical and atypical behaviors of young children;
 - d. Typical and atypical child growth and development, including health, safety and nutrition with an emphasis on special health care needs for children birth through grade 3;
 - e. Child, family, cultural and community relationships including community organizations that support and assist children with disabilities and their families;
 - f. Developmentally appropriate instructional and inclusive methodologies for teaching social and emotional development, language arts, math, science, social studies, the arts and diagnosis and remediation of learning difficulties;
 - g. Early language and literacy development including communication methods in early childhood education/special education;
 - h. Assessment and evaluation for early childhood special education to include observing, assessing, monitoring and reporting on the progress of young children; and
23. A minimum of eight semester hours of practicum, including:
- a. A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children with identified special needs birth through preschool or one year of full-time teaching experience with children identified with special needs birth through preschool, and
 - b. A minimum of four semester hours in a supervised student teaching setting serving children with identified special needs in kindergarten through grade 3 or one year of full time teaching experience with children identified with special needs kindergarten through grade 3.
 - c. A passing score on the ~~professional knowledge~~ early childhood subject knowledge portion of the Arizona Teacher ~~Educator~~ Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in a relevant content area early childhood special education or otherwise qualifies for a waiver of the subject knowledge examination,
 - d. A passing score on the early childhood special education portion of the Arizona Teacher ~~Educator~~ Proficiency Assessment, and
 - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- ~~N. Standard Early Childhood Special Education Certificate — birth through 5 years for applications received through December 31, 2015, and birth through age 8 or grade 3 for applications received on and after January 1, 2016.~~
- ~~1. The certificate is valid for six years.~~
 - ~~2. Requirements are:~~
 - ~~a. A provisional early childhood Special Education certificate;~~
 - ~~b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment. If a performance portion of the Proficiency Assessment has not been adopted by the Board, two years of verified full-time teaching experience may be used to fulfill this requirement; and~~
 - ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
- O. Standard Professional Early Childhood Special Education Certificate – birth through age eight or grade three for applications received on or after August 1, 2018.
1. The requirements include all of the following:
 - a. A bachelor's degree;
 - b. Completion of a teacher preparation program in early childhood special education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:
 - i. Research-based systematic phonics;
 - ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;
 - iii. Teaching students with exceptionalities;

- 1 iv. Characteristics and quality practices for typical and atypical behaviors of young children,
2 including behavioral interventions for children with and without disabilities;
- 3 v. Typical and atypical child growth and development, including health, safety and nutrition
4 with an emphasis on special health care needs for children birth through grade three;
- 5 vi. Child, family, cultural and community relationships including community organizations that
6 support and assist children with disabilities and their families;
- 7 vii. Developmentally appropriate instructional and inclusive methodologies for teaching social
8 and emotional development, language arts, math, science, social studies, the arts and diagnosis
9 and remediation of learning difficulties;
- 10 viii. Early language and literacy development including communication methods in early
11 childhood education/special education;
- 12 ix. Assessment and evaluation for early childhood special education to include observing,
13 assessing, monitoring and reporting on the progress of young children;
- 14 x. Substantial experience in practicum as described in R7-2-604 serving children with
15 exceptionalities birth through preschool;
- 16 xi. Professional responsibility and ethical conduct; and
- 17 xii. Twelve weeks of capstone experience as described in R7-2-604 serving children with
18 exceptionalities in kindergarten through grade three, which may be completed during the valid
19 period of a teaching intern certificate. For individuals seeking dual certification, any capstone
20 experience requirements may be met through separate eight-week capstone experiences in
21 each of the certification areas sought.
- 22 c. A passing score on the early childhood special education portion of the Arizona [Teacher](#)
23 [Educator](#) Proficiency Assessment,
- 24 d. A passing score on the ~~professional knowledge~~ early childhood subject knowledge portion
25 of the Arizona [Teacher Educator](#) Proficiency Assessment unless the applicant has a bachelor's,
26 master's or doctoral degree in early childhood special education or otherwise qualifies for a
27 waiver of the subject knowledge examination, and
- 28 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 29 [32](#). Applicants may meet the requirements in subsection (O)(1)(b) with the submission of an
30 application for the Standard Professional Early Childhood Special Education Certificate – birth
31 through age eight or grade three that includes ~~one~~ two years of verified full-time teaching
32 experience in early childhood special education serving children birth through prekindergarten
33 and kindergarten through grade three and [Board-approved or accredited](#) training or coursework
34 which teaches the knowledge and skills described in R7-2-602 and subsections (O)(1)(b)(i)-(xi).
35 One year of verified full-time teaching experience in early childhood special education serving
36 children birth through prekindergarten and children kindergarten through grade three may be
37 substituted for the capstone experience.

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

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607, and the renewal requirements in R7-2-619.

4 B. For purposes of this rule, the following definitions apply:

5 1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural
6 resources and conservation; environmental design; landscape architecture; agricultural
7 biological engineering; forest engineering, biological and biomedical sciences; parks, recreation
8 and leisure facilities management; geological and earth sciences/geosciences;
9 veterinary/animal health technician/veterinary assistant; environmental health; and veterinary
10 medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-
11 165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street,
12 NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which
13 is incorporated by reference and on file with the Arizona Department of Education and the Office
14 of the Secretary of State. This incorporation by reference contains no future editions or
15 amendments. Copies of the incorporated materials are available for review at the Arizona
16 Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be
17 ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-
18 1398.

19 2. "Business and Marketing" means computer and information sciences and support services;
20 accounting and computer information services; business/commerce, general; business
21 administration, management and operations; accounting; business operations support and
22 assistant services; business/corporate communications; business/managerial economics;
23 entrepreneurial and small business operations; finance and financial management services;
24 hospitality administration/management; human resources management and services;
25 international business; management information systems and services; management sciences
26 and quantitative methods; marketing; real estate; taxation; insurance; general sales,
27 merchandising and related marketing operations; specialized sales, merchandising and
28 marketing operations; and business, management, marketing and related support services,
29 other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165),
30 U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW,
31 Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is
32 incorporated by reference and on file with the Arizona Department of Education and the Office
33 of the Secretary of State. This incorporation by reference contains no future editions or
34 amendments. Copies of the incorporated materials are available for review at the Arizona
35 Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be
36 ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-
37 1398.

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

42 4. "Education and Training" means all occupational areas of secondary education and
43 teaching; junior high/intermediate/middle school education and teaching; elementary education
44 and teaching; kindergarten/preschool education and teaching; early childhood education and
45 teaching; adult education and teaching; and special education as described in Classification of
46 Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National
47 Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government
48 Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the
49 Arizona Department of Education and the Office of the Secretary of State. This incorporation by

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

5 5. “Family and Consumer Sciences” means culinary arts; kindergarten/preschool education
6 and teaching; early childhood education and teaching; family and consumer sciences/human
7 sciences; nutrition sciences; interior design; hospitality administration/management; fashion
8 merchandising; fashion modeling; apparel and accessories marketing operations; tourism and
9 travel services marketing operations; tourism promotion operations; and hospitality and
10 recreation marketing operations as described in Classification of Instructional Programs: 2000
11 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education
12 Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April
13 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department
14 of Education and the Office of the Secretary of State. This incorporation by reference contains
15 no future editions or amendments. Copies of the incorporated materials are available for review
16 at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ
17 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398,
18 Jessup, MD 20794-1398.

19 6. “Health Careers” means exercise physiology; kinesiology and exercise science;
20 medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant;
21 medical radiologic technology/science-radiation therapist; radiologic technology/science-
22 radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician;
23 clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine;
24 nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical
25 therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of
26 Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National
27 Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government
28 Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the
29 Arizona Department of Education and the Office of the Secretary of State. This incorporation by
30 reference contains no future editions or amendments. Copies of the incorporated materials are
31 available for review at the Arizona Department of Education located at 1535 W. Jefferson
32 Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs,
33 P.O. Box 1398, Jessup, MD 20794-1398.

34 7. “Industrial and Emerging Technologies” means audiovisual communications
35 technologies/technicians; graphic communications; cosmetology and personal grooming
36 services; electrical engineering technologies/technicians; electromechanical instrumentation and
37 maintenance technologies/technicians; environmental control technologies/technicians;
38 industrial production technologies/technicians; quality control and safety
39 technologies/technicians; mechanical engineering related technologies/technicians; mining and
40 petroleum technologies/technicians; construction engineering technologies; engineering-related
41 technologies; computer engineering technologies/technicians; drafting/design engineering
42 technologies/technicians; security and protective services; mason/masonry; carpenters;
43 electrical and power transmission installers; building/construction finishing, management and
44 inspection; electrical/electronics maintenance and repair technology; heating, air conditioning,
45 ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment
46 maintenance technologies; precision systems maintenance and repair technologies; vehicle
47 maintenance and repair technologies; precision metal working; construction/heavy
48 equipment/earthmoving equipment operation; design and visual communications, general;
49 commercial and advertising art; industrial design; commercial photography; and visual
50 performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES

1 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K
2 Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes
3 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the
4 Arizona Department of Education and the Office of the Secretary of State. This incorporation by
5 reference contains no future editions or amendments. Copies of the incorporated materials are
6 available for review at the Arizona Department of Education located at 1535 W. Jefferson
7 Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs,
8 P.O. Box 1398, Jessup, MD 20794-1398.

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

13 9. "Professional Knowledge" means the art of teaching including the knowledge and skills
14 necessary for instructional planning, delivery and evaluation in a career and technical education
15 setting.

16 10. "Subject Knowledge" means the information, understanding and skills specific to the broad
17 occupational area.

18 11. "Verified Work Experience" means written documentation from a current or former
19 supervisor for paid or unpaid work, a current school superintendent, or the Department of
20 Education Career and Technical Education Programmatic State Supervisor indicating that an
21 applicant for a career and technical education certificate performed work in a business or
22 industry setting related to the program to be taught as identified in subsections B(1), B(2), B(4),
23 B(5), B(6) and B(7).

24 **C. Provisional Standard Career and Technical Education (CTE) Certificate –CTE Field of** 25 **Study – grades K through 12**

26 1. ~~The requirements include all of the following: The certificate is valid for three years and is~~
27 ~~not renewable but may be extended once upon completion of the following:~~

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

30 b. a. Within three years, obtain a A- passing score on the professional knowledge portion of
31 the Arizona Teacher-Proficiency Assessment for secondary teachers or qualification for a waiver
32 of this assessment.

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

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

35 b. ~~c.~~ At least one of the following options:

36 i. Option A – Bachelor's degree in the specified CTE field of study – requirements include all
37 of the following:

38 (1) A bachelor's or more advanced degree in the specified CTE field of study from an
39 accredited institution.

40 (2) Thirty semester hours of courses in the specified CTE field of study.

41 (3) Two hundred forty clock hours of verified work experience in the specified CTE
42 occupational area. Hours may have been accumulated before obtaining a certification.

43 (4) Within three years, complete 18 ~~Eighteen~~ semester hours of courses in professional
44 knowledge, to include any of the following areas: principles/philosophy of career and technical
45 education, operation of a career and technical student organization, methods of teaching career
46 and technical education, curriculum design/development, instructional technology, educational
47 philosophy, instructional design/methodology, assessment/evaluation, or classroom
48 management. Hours may be obtained prior to issuance of the standard career and technical
49 education certificate in the specified CTE field of study. Eighteen semester hours may be
50 obtained through Department-CTE approved professional development. Fifteen clock hours

1 equals one semester hour.

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

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

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

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

11 (4) Two hundred forty clock hours of verified work experience in the specified CTE
12 occupational area. Hours may have been accumulated before obtaining a certification.

13 (5) Within three years, complete ~~Twelve~~12 semester hours of courses in professional
14 knowledge to include:

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

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

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

26 (1) Within three years, complete ~~fifteen~~15 semester hours of courses in professional
27 knowledge to include any of the following areas: principles/philosophy of career and
28 technical education, operation of a career and technical student organization, methods of
29 teaching career and technical education, curriculum design/development, instructional
30 design/methodology, assessment/evaluation, instructional technology, educational
31 philosophy, or classroom management. Fifteen semester hours may be obtained through
32 Department-CTE approved professional development. Fifteen clock hours equals one
33 semester hour; and

34 (2) Within three years, a passing score on the professional knowledge portion of the Arizona Teacher
35 Proficiency Assessment!

36 iv. Option D –Bachelor's degree in the specified CTE field of study ~~education~~ teacher
37 preparation program – requirements include both of the following:

38 (1) A bachelor's or more advanced degree that included completion of a teacher preparation
39 program in the CTE field of study from an accredited institution, and

40 (2) Two hundred forty clock hours of verified work experience in the specified occupational
41 area. Hours shall have been accumulated before obtaining a certification.

42 (3) Within three years, complete ~~Eighteen~~18 semester hours of courses in professional
43 knowledge, to include any of the following areas: principles/philosophy of career and technical
44 education, operation of a career and technical student organization, methods of teaching career
45 and technical education, curriculum design/development, instructional technology, educational
46 philosophy, instructional design/methodology, assessment/evaluation, or classroom
47 management. Hours may be obtained prior to issuance of the standard career and technical
48 education certificate in the specified CTE field of study. Eighteen semester hours may be
49 obtained through Department-CTE approved professional development. Fifteen clock hours
50 equals one semester hour.

1 v. Option E—Subject Matter Expertise

2 (1) Demonstrate expertise in the subject matter knowledge through:

3 a) A bachelor's, master's or a doctoral degree in a subject that is specific to the course being
4 taught; or

5 b) Twenty-four hours of relevant coursework in a subject that is specific to the course being
6 taught; or

7 c) Verified teaching experience for the last two consecutive years, and for a total of at least
8 three years at one or more accredited postsecondary institutions in a subject that is specific to
9 the course being taught

10 (2) Verified work experience of five or more years in the subject area that is specific to the
11 course being taught

12 (3) Individuals seeking certification under Option E are exempt from the requirements of a
13 passing score on the professional knowledge portion of the Arizona Educator Proficiency
14 Assessment

15 2. If an applicant fails to meet these requirements within the prescribed time period, the
16 Department of Education or the Board may temporarily suspend the standard certificate, but the
17 suspension is not considered a disciplinary action and the individual shall be allowed to correct
18 the deficiency within the remaining time of the standard certification.

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

22 a. The certificate holder meets all requirements for the Standard CTE certificate except for
23 two years of teacher evaluation(s) approved by a certified administrator, or the administrator's
24 designee, in a secondary CTE school setting and issued during the term of the Arizona
25 provisional CTE teaching certificate exhibiting satisfactory performance in the classroom; and

26 b. The certificate holder submits verification that they did not teach for two years during the
27 valid term of the Provisional CTE certificate.

28 **E. Standard Career and Technical Education (CTE) Certificate—CTE Field of Study—
29 grades K through 12.**

30 1. The certificate is valid for eight years.

31 2. The requirements include all of the following:

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

33 b. At least one of the following options:

34 i. Option A—Bachelor's degree in the specified CTE field of study—requirements include all
35 of the following:

36 (1) Qualification under subsection (C)(2)(b)(i), Option A for the provisional career and
37 technical education certificate in the specified CTE Field of Study;

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

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

- 1 ii. Option B—Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona
2 CTE teaching certificate in another CTE field of study—requirements include all of the following:
- 3 (1) Qualification under subsection (C)(2)(b)(ii), Option B for the provisional career and
4 technical education certificate in the specified CTE field of study;
- 5 (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the
6 administrator's designee, in a secondary CTE school setting and issued during the term of the
7 provisional career and technical education certificate in the specified CTE field of study
8 exhibiting satisfactory performance in the classroom;
- 9 (3) Twelve semester hours of courses in professional knowledge to include:
- 10 (a) Nine semester hours of subject knowledge courses in in the CTE field of study; and
11 (b) Three semester hours of courses in professional knowledge to include any of the following
12 areas: principles/philosophy of career and technical education, operation of a career and
13 technical student organization, methods of teaching career and technical education, curriculum
14 design/development, instructional technology, educational philosophy, instructional
15 design/methodology, assessment/evaluation, or classroom management. Hours may be
16 obtained prior to issuance of the provisional career and technical education certificate in the
17 specified CTE field of study. Twelve semester hours may be obtained through Department-CTE
18 approved professional development. Fifteen clock hours equals one semester hour; and
19 (4) An additional 240 clock hours of verified work experience in the occupational area. Hours
20 may have been accumulated before obtaining the provisional certification.
- 21 iii. Option C—Business and industry professional:
- 22 (1) Qualification under subsection D(2)(b)(iii), Option C for the provisional career and technical
23 education certificate in the specified CTE field of study;
- 24 (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the
25 administrator's designee, in a secondary CTE school setting and issued during the term of the
26 provisional career and technical education certificate in the specified CTE field of study
27 exhibiting satisfactory performance in the classroom; and
- 28 (3) Fifteen semester hours of courses in professional knowledge to include any of the
29 following areas: principles/philosophy of career and technical education, operation of a career
30 and technical student organization, methods of teaching career and technical education,
31 curriculum design/development, instructional design/methodology, assessment/evaluation,
32 instructional technology, educational philosophy, or classroom management. Fifteen semester
33 hours may be obtained through Department-CTE approved professional development. Fifteen
34 clock hours equals one semester hour.
- 35 iv. Option D—Bachelor's degree in the specified CTE field of study education teacher
36 preparation program—requirements include all of the following:
- 37 (1) Qualification under subsection D(2)(b)(iv), Option D for the provisional career and technical
38 education certificate in the specified CTE field of study;
- 39 (2) Eighteen semester hours of courses in professional knowledge, to include any of the
40 following areas: principles/philosophy of career and technical education, operation of a career
41 and technical student organization, methods of teaching career and technical education,
42 curriculum design/development, instructional technology, educational philosophy, instructional
43 design/methodology, assessment/evaluation, or classroom management. Hours may be
44 obtained prior to issuance of the provisional career and technical education certificate in the
45 specified CTE field of study. Eighteen semester hours may be obtained through Department-
46 CTE approved professional development. Fifteen clock hours equals one semester hour; and
- 47 e. A passing score on the professional knowledge portion of the Arizona teacher proficiency
48 assessment for secondary teachers or qualification for a waiver of this assessment.
- 49 3. An individual may also qualify for a standard career and technical education certificate in
50 the specified CTE field of study pursuant to R7-2-621.

1 **A.A.C. R7-2-613. PreK-12 Teaching Certificates**

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607 and the renewal requirements in R7-2-619.

4 B. ~~Provisional Standard Professional~~ PreK-12 Arts Education Certificate: art, dance, dramatic
5 arts or music.

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

8 2. ~~The requirements are:~~

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

10 b. ~~One of the following:~~

11 i. ~~Completion of a teacher preparation program in PreK-12 arts education in one of the~~
12 ~~following approved areas: art, dance, dramatic arts or music from a Board-approved teacher~~
13 ~~preparation program, described in R7-2-604; or~~

14 ii. ~~Completion of a teacher preparation program in PreK-12 arts education in one of the~~
15 ~~following approved areas: art, dance, dramatic arts or music from an institution accredited by~~
16 ~~the National Association of Schools of Art and Design, National Association of Schools of~~
17 ~~Dance, National Association of Schools of Theatre, the National Association of Schools of~~
18 ~~Music, or National Council for Accreditation of Teacher Education; or~~

19 iii. ~~Thirty semester hours of education or arts education courses which teach the knowledge~~
20 ~~and skills described in R7-2-602, including at least eight semester hours of elementary and~~
21 ~~secondary methods in the certificate area and 12 semester hours of practicum in the certificate~~
22 ~~area grades PreK-12. Two years of verified full-time teaching experience in the certificate area~~
23 ~~in grades PreK-12 may substitute for the 12 semester hours of practicum; or~~

24 iv. ~~A valid PreK-12 arts education certificate from another state.~~

25 c. ~~A passing score on the appropriate subject knowledge portion of the Arizona Teacher~~
26 ~~Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in a~~
27 ~~relevant arts education area or otherwise qualifies for a waiver of the subject knowledge~~
28 ~~assessment. If a proficiency assessment is not offered in a subject area, an approved area shall~~
29 ~~consist of a minimum of 24 semester hours of courses in the subject.~~

30 d. ~~A passing score on the professional knowledge portion of the Arizona Teacher Proficiency~~
31 ~~Assessment.~~

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

33 ~~C. Standard PreK-12 Arts Education Certificate: for art, dance, dramatic arts or music.~~

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

35 2. ~~The requirements are:~~

36 a. ~~The provisional PreK-12 Arts Education certificate.~~

37 b. ~~Two years of verified teaching experience will be accepted in lieu of the performance~~
38 ~~portion of the Arizona Teacher Proficiency Assessment.~~

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

40 ~~C. Standard Professional PreK-12 Arts Education Certificate for applications received on or~~
41 ~~after August 1, 2018.~~

42 1. ~~The requirements include all of the following:~~

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

44 b. ~~Completion of a teacher preparation program in PreK-12 arts education from a Board-~~
45 ~~approved teacher educator preparation program or from an accredited institution offering~~
46 ~~substantially similar training, addressing the following topics and any others as required by law:~~

47 i. ~~Studio art;~~

48 ii. ~~Art history and analysis;~~

49 iii. ~~Advanced work in studio or art application areas;~~

50 iv. ~~Technical processes;~~

51 v. ~~Instructional design and lesson planning, including modifications, and accommodations;~~

- 1 vi. The learning environment, including classroom management;
- 2 vii. Assessing, monitoring and reporting progress;
- 3 viii. Professional responsibility and ethical conduct;
- 4 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 arts
- 5 education, which may be completed during the valid period of a teaching intern or student
- 6 teaching intern certificate. One year of verified full-time teaching experience in the certificate
- 7 area in grades PreK-12 arts education may substitute for the capstone experience requirement;
- 8 c. A passing score on the appropriate subject knowledge portion of the Arizona [Educator](#)
- 9 [Teacher Proficiency Assessment](#), unless the applicant has a bachelor's, master's or doctoral
- 10 degree in a relevant content area arts education or otherwise qualifies for a waiver of the
- 11 subject knowledge assessment.
- 12 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
- 13 Proficiency Assessment and
- 14 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 15 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
- 16 application for the Standard Professional PreK-12 Arts Education certificate that includes
- 17 evidence of two years of verified full-time teaching experience in grades Pre-K-12 arts
- 18 education, and [Board-approved or accredited](#) training or coursework which teaches the
- 19 knowledge and skills described in R7-2-602 and subsections (C)(1)(b)(i)-(vii). One year of
- 20 verified full-time teaching experience in grades Pre-K-12 arts education may be substituted for
- 21 the capstone experience.
- 22 D. Standard Professional PreK-12 Dance Education Certificate
- 23 1. The requirements include all of the following:
- 24 a. A bachelor's degree;
- 25 b. Completion of a teacher preparation program in PreK-12 dance education from an
- 26 accredited institution offering substantially similar training, addressing the following topics and
- 27 any others as required by law:
- 28 i. Performance;
- 29 ii. Choreography;
- 30 iii. Theoretical and historical studies of dance;
- 31 iv. Technical processes;
- 32 v. Instructional design and lesson planning, including modifications, and accommodations;
- 33 vi. The learning environment, including classroom management;
- 34 vii. Assessing, monitoring and reporting progress;
- 35 viii. Professional responsibility and ethical conduct; and
- 36 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 dance
- 37 education, which may be completed during the valid period of a teaching intern or student
- 38 teaching intern certificate. One year of verified full-time teaching experience in grades PreK-12
- 39 dance education may substitute for the capstone experience requirement; and
- 40 c. A passing score on the appropriate subject knowledge portion of the Arizona [Educator](#)
- 41 [Teacher Proficiency Assessment](#), unless the applicant has a bachelor's, master's or doctoral
- 42 degree in a relevant content area dance education or otherwise qualifies for a waiver of the
- 43 subject knowledge assessment.
- 44 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
- 45 Proficiency Assessment; and
- 46 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 47 2. Applicants may meet the requirements in subsection (D)(1)(b) with the submission of an
- 48 application for the Standard Professional PreK-12 Dance Education certificate that includes
- 49 evidence of two years of verified full-time teaching experience in grades Pre-K-12 dance
- 50 education, and [Board-approved or accredited](#) training or coursework which teaches the
- 51 knowledge and skills described in R7-2-602 and subsections (D)(1)(b)(i)-(viii). One year of

1 verified full-time teaching experience in grades Pre-K-12 dance education may be substituted
2 for the capstone experience.

3 E. Standard Professional PreK-12 Theatre Education Certificate

4 1. The requirements include all of the following:

5 a. A bachelor's degree;

6 b. Completion of a teacher preparation program in PreK-12 theatre education from an
7 accredited institution offering substantially similar training, addressing the following topics and
8 any others as required by law:

9 i. Foundations of production;

10 ii. Aesthetics, theatre history, literature, theory and criticism;

11 iii. Advanced work in theatre performance;

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

13 v. The learning environment, including classroom management;

14 vi. Assessing, monitoring and reporting progress;

15 vii. Professional responsibility and ethical conduct and;

16 viii. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12
17 theatre education, which may be completed during the valid period of a teaching intern or
18 student teaching intern certificate. One year of verified full-time teaching experience in grades
19 PreK-12 theatre education may substitute for the capstone experience requirement; and

20 c. A passing score on the appropriate subject knowledge portion of the Arizona [Educator](#)
21 [Teacher Proficiency Assessment](#), [unless the applicant has a bachelor's, master's or doctoral](#)
22 [degree in a relevant content area theatre education](#) [or otherwise qualifies for a waiver of the](#)
23 [subject knowledge assessment](#).

24 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
25 [Proficiency Assessment](#); and

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

27 2. Applicants may meet the requirements in subsection (E)1(b) with the submission of an
28 application for the Standard Professional PreK-12 Theatre Education certificate that includes
29 evidence of two years of verified full-time teaching experience in grades Pre-K-12 theatre
30 education, and [Board-approved or accredited](#) training or coursework which teaches the
31 knowledge and skills described in R7-2-602 and subsections (E)(1)(b)(i)-(vii). One year of
32 verified full-time teaching experience in grades Pre-K-12 theatre education may be substituted
33 for the capstone experience.

34 F. Standard Professional PreK-12 Music Education Certificate

35 1. The requirements include all of the following:

36 a. A bachelor's degree;

37 b. Completion of a teacher preparation program in PreK-12 music education from an
38 accredited institution offering substantially similar training, addressing the following topics and
39 any others as required by law:

40 i. Performance;

41 ii. Musicianship skills and analysis;

42 iii. Composition and improvisation

43 iv. Music history and repertory;

44 v. Instructional design and lesson planning, including modifications, and accommodations;

45 vi. The learning environment, including classroom management;

46 vii. Assessing, monitoring and reporting progress;

47 viii. Professional responsibility and ethical conduct; and

48 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 music
49 education, which may be completed during the valid period of a teaching intern or student
50 teaching intern certificate. One year of verified full-time teaching experience in grades PreK-12
51 music education may substitute for the capstone experience requirement; and

1
2 c. A passing score on the appropriate subject knowledge portion of the Arizona [Educator](#)
3 [Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral](#)
4 [degree in a relevant content area music education or otherwise qualifies for a waiver of the](#)
5 [subject knowledge assessment.](#)

6 d. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
7 [Proficiency Assessment; and](#)

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

9 2. Applicants may meet the requirements in subsection (F)(1)(b) with the submission of an
10 application for the Standard Professional PreK-12 Music Education certificate that includes
11 evidence of two years of verified full-time teaching experience in grades Pre-K-12 music
12 education, and [Board-approved or accredited](#) training or coursework which teaches the
13 knowledge and skills described in R7-2-602 and subsections (F)(1)(b)(i)-(viii). One year of
14 verified full-time teaching experience in grades Pre-K-12 music education may be substituted for
15 the capstone experience.

16 D. [G. Provisional-Standard Professional](#) PreK-12 Physical Education Certificate.

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

19 2. The requirements are:

20 a. A bachelor's degree.

21 b. One of the following:

22 i. Completion of a teacher preparation program in PreK-12 physical education, including 12
23 semester practicum hours evenly split between elementary and secondary physical education
24 from an accredited institution or a Board-approved teacher preparation program; or

25 ii. Thirty-three semester hours of education or physical education courses, including:

26 (1) At least nine semester hours of elementary, secondary and adaptive physical education
27 methods;

28 (2) Foundational coursework in the areas of Growth and Motor Development, Movement
29 Activities, Lifelong Physical Fitness and Comprehensive School Physical Activity Programming;
30 and

31 (3) Twelve semester hours of practicum in physical education in PreK-12 grades, evenly split
32 between elementary and secondary physical education, and supervised by a licensed or
33 certified physical education teacher. Two years of verified full-time teaching experience in the
34 certificate area in grades PreK-12 may substitute for the Twelve semester hours of practicum; or

35 iii. A valid PreK-12 physical education certificate from another state.

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

38 d. A passing score on the Physical Education subject knowledge portion of the Arizona
39 Teacher Proficiency Assessment, [unless the applicant has a bachelor's, master's or doctoral](#)
40 [degree in a relevant content area physical education or otherwise qualifies for a waiver of the](#)
41 [subject knowledge assessment.](#)

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

43 E. ~~Standard PreK-12 Physical Education Certificate~~

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

45 ~~2. The requirements are:~~

46 ~~a. The provisional PreK-12 Physical Education certificate.~~

47 ~~b. Two years of verified teaching experience will be accepted in lieu of the performance~~
48 ~~portion of the Arizona Teacher Proficiency Assessment.~~

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

50 ~~H. Standard Professional PreK-12 Physical Education Certificate for applications received on~~
51 ~~or after August 1, 2018.~~

- 1 1. The requirements include all of the following:
- 2 a. A bachelor's degree;
- 3 b. Completion of a teacher preparation program in PreK-12 physical education a Board-
- 4 approved educator preparation program or from an accredited institution offering substantially
- 5 similar training, addressing the following topics and any others as required by law:
- 6 i. Elementary, secondary and adaptive physical education methods;
- 7 ii. Foundational coursework in the areas of Growth and Motor Development,
- 8 iii. Movement Activities;
- 9 iv. Lifelong Physical Fitness;
- 10 v. Instructional design and lesson planning, including modifications, and accommodations;
- 11 vi. The learning environment, including classroom management;
- 12 vii. Assessing, monitoring and reporting progress;
- 13 viii. Professional responsibility and ethical conduct and;
- 14 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12
- 15 physical education, serving students in elementary and secondary physical education, which
- 16 may be completed during the valid period of a teaching intern or student teaching intern
- 17 certificate. One year of verified full-time teaching experience in the certificate area in grades
- 18 Pre-K-12 physical education may substitute for the capstone experience requirement;
- 19 c. A passing score on the professional knowledge portion of the Arizona [Educator-Teacher](#)
- 20 Proficiency Assessment;
- 21 d. A passing score on the Physical Education subject knowledge portion of the Arizona
- 22 [Educator-Teacher Proficiency Assessment](#), unless the applicant has a bachelor's, master's or
- 23 doctoral degree in a relevant content area [physical education](#) or otherwise qualifies for a waiver
- 24 of the subject knowledge assessment; and
- 25 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 26 2. Applicants may meet the requirements in subsection (H)(1)(b) with the submission of an
- 27 application for the Standard Professional PreK-12 Physical Education certificate that includes
- 28 evidence of two years of verified full-time teaching experience in grades Pre-K-12 physical
- 29 education, and [Board-approved or accredited](#) training or coursework which teaches the
- 30 knowledge and skills described in R7-2-602 and subsections (H)(1)(b)(i)-(viii). One year of
- 31 verified full-time teaching experience in grades Pre-K-12 physical education may be substituted
- 32 for the capstone experience.

1 **R7-2-614. Other Teaching Certificates**

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-
3 607.

4 B. Substitute Certificate -- PreK-12

5 1. The certificate is valid for six years and renewable by reapplication.

6 2. The certificate entitles the holder to substitute in the temporary absence of a regular
7 contract teacher. A person holding only a substitute certificate shall not be assigned a contract
8 teaching position.

9 3. An individual who holds a valid teaching or administrator certificate shall not be required to
10 hold a substitute certificate to be employed as a substitute teacher.

11 4. A person holding only a substitute certificate shall be limited to teaching 120 days in the
12 same school each school year.

13 5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card
14 issued by the Arizona Department of Public Safety.

15 6. Substitute certificates previously issued as valid for life under this rule shall remain valid for
16 life.

17 7. A person holding only a substitute certificate may be exempt from the limit on teaching 120
18 days in the same school each school year if the school district superintendent has provided
19 verification to the Department of Education that the position is continuously advertised on a
20 statewide basis at a minimum of three sites with at least one being a higher education institution
21 and that a highly qualified and employable candidate was not found. An exemption from
22 teaching 120 days shall not be granted to the same individual more than three times.

23 C. Emergency Substitute Certificate -- PreK-12

24 1. The certificate is valid for one school year or part thereof. The expiration date shall be the
25 following July 1.

26 2. The certificate entitles the holder to substitute only in the district that verifies that an
27 emergency employment situation exists.

28 3. The certificate entitles the holder to substitute in the temporary absence of a regular
29 contract teacher. A person holding only an emergency substitute certificate shall not be
30 assigned a contract teaching position.

31 4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute
32 teaching per school year.

33 5. The requirements for initial issuance are:

34 a. High school diploma, General Education diploma, or associate's degree;

35 b. Verification from the school district superintendent that an emergency employment situation
36 exists; and

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

38 6. The requirements for each reissuance are:

39 a. Two semester hours of academic courses completed since the last issuance of the
40 Emergency Substitute Certificate. District in-service programs designed for professional
41 development may substitute for academic courses. Fifteen clock hours of in-service is
42 equivalent to one semester hour. In-service hours shall be verified by the district superintendent
43 or personnel director. Individuals who have earned 30 or more semester hours are exempt from
44 this requirement,

45 b. Verification from the school district superintendent that an emergency employment situation
46 exists, and

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

48 D. Emergency Teaching Certificate – birth through grade 12

1 1. The emergency teaching certificate is valid one school year or part thereof. The expiration
2 date shall be the following July 1. An emergency teaching certificate shall not be issued more
3 than three times to an individual.

4 2. The emergency teaching certificate entitles the holder to enter into a teaching contract.

5 3. Emergency teaching certificates shall be issued for early childhood, elementary, and
6 secondary, ~~and special education~~ certificates required by A.R.S. § 15-502(B), and required
7 endorsements.

8 4. The emergency teaching certificate entitles the holder to teach only in the district or charter
9 school that verifies that an emergency employment situation exists.

10 5. The requirements for initial issuance are:

11 a. A bachelor's degree,

12 b. Verification from the school district superintendent or charter school administrator that an
13 emergency employment situation exists, and

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

15 ~~d. Verification from the school district superintendent or charter school administrator that the~~
16 ~~following requirements have been met and that a highly qualified and employable candidate was~~
17 ~~not found:~~

18 ~~i. The position was advertised on a statewide basis and with at least three career placement~~
19 ~~offices of higher education institutions, and~~

20 ~~ii. The district or charter school is participating in any available Board approved alternative~~
21 ~~path to certification program(s). This requirement may be waived if a district superintendent or~~
22 ~~charter school administrator provides evidence that an alternative path to certification program~~
23 ~~is either not available or not capable of alleviating the emergency employment situation.~~

24 6. In addition to the requirements listed in subsection (D)(5) the requirements for reissuance
25 shall include six semester hours of education courses completed since the last issuance of the
26 emergency teaching certificate.

27 E. Teaching Intern Certificate -- PreK-12

28 1. ~~Except as noted, the teaching intern certificate is subject to the general certification~~
29 ~~provisions in R7-2-607.~~

30 2. The certificate is valid for ~~one year~~ two years from the date of initial issuance and may be
31 extended yearly for no more than two consecutive years at no cost to the applicant if the
32 provisions in subsection ~~(E)(6)~~ (E)(5) are met.

33 3. 2. The teaching intern certificate entitles the holder to enter into a teaching contract while
34 completing the requirements for an Arizona teaching certificate. During the valid period of the
35 intern certificate the holder may teach in a Structured English Immersion classroom, or in any
36 subject area in which the holder has passed the appropriate Arizona Teacher-Educator
37 Proficiency Assessment. Teaching Intern certificate holders who teach in a Structured English
38 Immersion classroom shall hold a valid Provisional or full Structured English Immersion
39 Endorsement, an English as a Second Language Endorsement, or a Bilingual Endorsement, if
40 applicable. The candidate shall be enrolled in a Board authorized alternative path to certification
41 program or a Board approved teacher educator preparation program.

42 4. 3. An individual is not eligible to hold the teaching intern certificate more than once in a five
43 year period.

44 5. 4. The requirements for initial issuance of the teaching intern certificate are:

45 a. A bachelor's degree or higher from an accredited institution;

46 ~~b. A passing score on one or more subject knowledge portions of the Arizona Teacher~~
47 ~~Proficiency Assessment that corresponds to the Board approved alternative path to certification~~
48 ~~program, or Board approved educator preparation program, in which the applicant is enrolled;~~

49 b. Verification of enrollment in a Board approved alternative path to certification program, or
50 a Board approved educator preparation program; and

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

2 ~~6. 5.~~ The requirements for the extension of the intern teaching certificate are:

3 a. ~~The teaching intern certificate outlined in subsection (E)(5)-(E)(4),~~

4 b. Official transcripts documenting the completion of required coursework,

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

6 ~~7. 6.~~ The holder of the teaching intern certificate may apply for an Arizona Teaching Certificate
7 a Standard ~~Alternative Preparation~~ teaching certificate upon completion of the following:

8 a. Successful completion of a Board authorized alternative path to certification program or a
9 Board approved educator preparation program. ~~This shall include satisfactory completion of a~~
10 ~~field experience or capstone experience of no less than one full academic year. The field~~
11 ~~experience or capstone experience shall include performance evaluations in a manner that is~~
12 ~~consistent with policies for the applicable alternative professional preparation program, as~~
13 ~~described pursuant to R7-2-604.04(B)(5),~~

14 b. A passing score on the ~~required~~ professional knowledge portion of the Arizona Teacher
15 Educator Proficiency Assessment as applicable;

16 c. A passing score on one or more subject knowledge portions of the Arizona Educator
17 Teacher Proficiency Assessment that corresponds to the Board approved alternative path to
18 certification program in which the applicant is enrolled, unless the applicant has a bachelor's,
19 master's or doctoral degree in the corresponding content area;

20 ~~e. d.~~ The submission of an application for the ~~provisional~~ a Standard ~~Alternative Preparation~~
21 teaching certificate to the Department,

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

23 ~~8. 7.~~ Placement decisions of teaching intern certificate holders shall only be based on
24 agreements between the educator preparation provider, the provider's partner organizations
25 and the local education agency except as otherwise provided in R7-2-614(E).

26 ~~8. The holder of the teaching intern certificate may apply for a Classroom-Based Standard~~
27 Teaching Certificate upon:

28 1. Successful ~~successful~~ completion of a classroom-based alternative preparation program.

29 2. Verification of satisfactory progress and achievement with students

30 ~~3. Demonstration of subject knowledge proficiency with:~~

31 ~~a. Verification of teaching courses relevant to a content area or subject matter for the last two~~
32 ~~consecutive years, and for a total of at least three years at one or more accredited postsecondary~~
33 ~~institutions; or~~

34 ~~b. A bachelor's, master's or doctoral degree from an accredited institution in the applicable~~
35 ~~subject area; or~~

36 ~~c. Verification of a minimum of five years of experience in the applicable subject area of~~
37 ~~certification; or~~

38 ~~d. Three years of verified teaching experience in the same area of certification in which the~~
39 ~~individual is applying for certification; or~~

40 ~~e. A passing score on the applicable subject knowledge portion of the Arizona Educator~~
41 ~~Proficiency Assessment~~

42 ~~9. Demonstration of professional knowledge proficiency with:~~

43 ~~a. Three years of verified teaching experience in the same area of certification in which the~~
44 ~~individual is applying for certification; or~~

45 ~~b. A passing score on the applicable professional knowledge portion of the Arizona Educator~~
46 ~~Proficiency Assessment~~

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

48 ~~11. An individual seeking certification who was teaching courses or subjects tested by the~~
49 ~~statewide assessment must also provide:~~

50 ~~a. Verified evidence of two years of full-time teaching; and~~

~~b. Verified evidence that the individual's students performed at grade level; or~~
~~c. Verified evidence that the individual's students achieved at least one year of academic growth at a rate equivalent to the state average for the students' associated peer groups~~

F. Adult Education Certificates

1. The adult education certificates are issued for individuals teaching in the areas of Adult Basic Education, Adult Secondary Education, English Language Acquisition for Adults, or Citizenship.

2. ~~Provisional~~ Standard Adult Education Certificate.

~~a. The certificate is valid for three years and is not renewable.~~

~~b.~~ The requirement for issuance is a valid fingerprint clearance card issued by the Arizona Department of Public Safety and a bachelor's degree or three years of experience as a teacher, tutor, or aide in an adult education program or in grades K through 12. Up to two years of experience may be waived by postsecondary academic credit, with 30 semester hours equivalent to one year of experience.

~~3.~~ Standard Adult Education Certificate.

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

~~b. The requirements are:~~

~~i. One year of part-time or full-time teaching experience under a provisional adult education certificate, verified by an adult education program administrator;~~

~~ii. Completion of 10 clock hours in a professional development program described in R7-2-619(B) since the issuance of the provisional adult education certificate; and~~

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

~~e. b.~~ The renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-619(B).

G. Junior Reserve Officer Training Corps Teaching Certificate – grades nine through 12

~~1. The certificate is valid for six years and is renewable upon application.~~

~~2.~~ The standard certificate is valid at any local education agency which conducts an approved Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or Marine Corps.

~~3.~~ 2. The requirements are:

a. Verification by the district of an approved Junior Reserve Officer Training Corps program of instruction in which the applicant will be teaching,

b. Verification by the district that the applicant meets the work experience required by the respective military service, and

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

H. Athletic coaching certificate – grades seven through 12

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

~~2.~~ The standard certificate entitles the holder to perform coaching duties in interscholastic and extracurricular athletic activities. It is not required for teachers who hold a valid elementary, secondary or special education certificate.

~~3.~~ 2. The requirements are:

a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);

b. Completion of ~~45 semester hours of courses,~~ Board-approved or accredited seminars or modules of study which shall include at least three semester hours in courses related to each of the following:

i. Methods of coaching,

ii. Anatomy and physiology,

iii. Sports psychology,

iv. Adolescent psychology, ~~and~~

v. The prevention and treatment of athletic injuries; and

1 vi. Signs of physical abuse, emotional abuse, sexual abuse, neglect, bullying, hazing and
2 cyberbullying.

3 c. Two hundred fifty hours of verified coaching experience in the sport to be coached.
4 Coaching experience may include experience as a head coach or assistant coach in a school
5 program or in an organized athletic league; and

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

7 4. Renewal requirements are:

8 a. Completion of ~~60 clock hours~~ in a professional development program described in R7-2-
9 619(B),

10 b. Valid certification in first aid and CPR.

11 I. ~~Provisional~~ Standard Foreign Teacher Teaching Certificate

12 1. This certificate is required for a teacher or professor from any foreign country, state,
13 territory or possession of the United States contracted through the foreign teacher exchange
14 program as authorized by federal statutes enacted by the Congress of the United States or
15 other foreign teacher recruitment programs approved by the
16 United States Department of State.

17 2. This certificate is valid for one year and may be extended yearly for up to two additional
18 years upon request by the contracting governing board. The contracting teacher shall submit a
19 letter of intent to hire to the Arizona Department of Education on official letterhead signed by the
20 Superintendent or Director of Human Resources.

21 3. The requirements are:

22 a. Verification that training and background comply with the comparable Arizona teaching
23 certificate as provided in R7-2-608, R7-2-609(B)(2), R7-2-610(B)(2), R7-2-611(C)(3), (E)(3),
24 (G)(2), (I)(2), (K)(2), (M)(2), R7-2-612(D)(2), (F)(2), (H)(2),
25 (J)(2), or (L)(2) and R7-2-613.

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

27 c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language
28 (TOEFL) or other English proficiency tests approved by the
29 Board.

30 d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English
31 proficiency tests approved by the Board shall be determined by the Board using the results of
32 validity and reliability studies. The passing score for each assessment shall be reviewed by the
33 Board at least every three years.

34 4. A prospective teacher seeking to instruct in a language other than English may furnish a
35 letter for submission to the Arizona Department of Education, on official letterhead, signed by
36 the dean or designee of the home university to verify mastery of the purposed language of
37 instruction. The Arizona Department of Education shall review and may approve submissions
38 for the prospective teacher's exemption to the American Council of the Teaching of Foreign
39 Languages Exam.

40 J. Native American Language Certificate

41 1. The standard certificate is optional and issued to individuals to teach only a Native
42 American language in grades preK-12.

43 2. ~~The certificate is valid for six~~ twelve years.

44 ~~3-~~The requirements are:

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

46 b. Language proficiency in a Native American Language. Proficiency shall be verified on
47 official letterhead by a person, persons, or entity designated by the appropriate tribe.

48 4. 3. The certificate may be renewed upon completion of ~~60 clock hours~~ of professional
49 development, as prescribed in R7-2-619(B).

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

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

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

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

10 4. The requirements are:

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

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

15 c. A passing score on the professional knowledge portion of the Arizona Teacher [Educator](#)
16 Proficiency Assessment that corresponds to the teaching certificate the student teaching intern
17 is pursuing,

18 d. A passing score on the subject knowledge portion of the Arizona Teacher [Educator](#)
19 Proficiency Assessment that corresponds to the teaching certificate the student teaching intern
20 is pursuing,

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

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

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

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

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

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

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

35 a. Successful completion of a Board approved EPP.

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

38 L. Classroom-Based Standard Teaching Certificate

39 1. The requirements are:

40 a. A bachelor's degree

41 b. Successful completion of a [Board-approved](#) Classroom-Based Alternative Preparation
42 Program;

43 c. Verification of satisfactory progress and achievement with students

44 d. Demonstration of subject knowledge proficiency with:

45 i. Verification of teaching courses relevant to a content area or subject matter for the last two
46 consecutive years, and for a total of at least three years at one or more accredited
47 postsecondary institutions; or

48 ii. A bachelor's, master's or doctoral degree from an accredited institution in the applicable
49 subject area; or

- 1 iii. Verification of a minimum of five years of work experience in the applicable subject area of
2 certification; or
- 3 iv. Three years of verified teaching experience in the same area of certification in which the
4 individual is applying for certification; or
- 5 v. A passing score on the applicable subject knowledge portion of the Arizona [Educator](#)
6 [Teacher](#) Proficiency Assessment
- 7 e. Demonstration of professional knowledge proficiency with:
- 8 i. Three years of verified teaching experience in the same area of certification in which the
9 individual is applying for certification; or
- 10 ii. A passing score on the applicable professional knowledge portion of the Arizona [Educator](#)
11 [Teacher](#) Proficiency Assessment
- 12 f. An individual seeking certification who was teaching courses or subjects tested by the
13 statewide assessment must also provide:
- 14 i. Verified evidence of two years of full-time teaching; and
- 15 ii. Verified evidence that the individual's students performed at grade level; or
- 16 iii. Verified evidence that the individual's students achieved at least one year of academic growth
17 at a rate equivalent to the state average for the students' associated peer groups
- 18 g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

1 **R7-2-616. Standard Professional Administrative Certificates**

2 **A.** All certificates are subject to the general certification provisions in R7-2-607 and the
3 renewal requirements in R7-2-619.

4 **B. Standard Professional Supervisor Certificate – grades PreK through 12**

5 1. Except for individuals who hold a valid Arizona principal or superintendent certificate,
6 the standard professional supervisor certificate is required for all personnel whose
7 primary responsibility is administering instructional programs, supervising certified
8 personnel, or similar administrative duties.

9 ~~2. The certificate is valid for six years.~~

10 ~~3~~2. The requirements are:

11 a. A valid Arizona early childhood, elementary, secondary, special education, CTE
12 certificate or other professional certificate issued by the Department;

13 b. A master's or more advanced degree;

14 c. Three years of verified full-time teaching experience or related education services
15 experience in a PreK through 12 setting;

16 d. Completion of a program in educational administration which shall consist of a
17 minimum of 18 graduate semester hours of educational administration courses which
18 teach the knowledge and skills described in R7-2-603 to include three credit hours in
19 school law and three credit hours in school finance;

20 e. A practicum in educational administration or two years of verified educational
21 administrative experience in grades PreK through 12;

22 f. A passing score on the Arizona Administrator Proficiency Assessment;

23 g. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement; and

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

25 **C. Standard Professional Principal Certificate – grades PreK through 12**

26 1. The standard professional principal certificate is required for all personnel who hold
27 the title of principal, assistant principal, or perform the duties of principal or assistant
28 principal as delineated in A.R.S. Title 15.

29 ~~2. The certificate is valid for six years.~~

30 ~~3~~2. The requirements are:

31 a. A master's or more advanced degree,

32 b. Three years of verified teaching experience in grades PreK through 12,

33 c. Completion of a program in educational administration for principals including at least
34 30 graduate semester hours of educational administration courses teaching the
35 knowledge and skills described in R7-2-603 to include three credit hours in school law
36 and three credit hours in school finance,

37 d. A practicum as a principal or two years of verified experience as a principal or
38 assistant principal under the supervision of a certified principal in grades PreK through
39 12,

40 e. A passing score on either the Principal or Superintendent portion of the Arizona
41 Administrator Proficiency Assessment,

42 f. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement, and

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

44 **D. Standard Professional Superintendent Certificate – grades PreK through 12**

45 1. Individuals who hold the title of superintendent, assistant superintendent or associate
46 superintendent and who perform duties directly relevant to curriculum, instruction,

- 1 certified employee evaluations, and instructional supervision may obtain a
2 superintendent certificate.
- 3 ~~2. The certificate is valid for six years.~~
- 4 3. The requirements are:
- 5 a. A master's or more advanced degree including at least 60 graduate semester hours;
 - 6 b. Completion of a program in educational administration for superintendents, including
 - 7 at least 36 graduate semester hours of educational administrative courses which teach
 - 8 the standards described in R7-2-603 to include three credit hours in school law and
 - 9 three credit hours in school finance;
 - 10 c. Three years of verified full-time teaching experience or related education services
 - 11 experience in a PreK through 12 setting;
 - 12 d. A practicum as a superintendent or two years verified experience as a
 - 13 superintendent, assistant superintendent, or associate superintendent in grades PreK
 - 14 through 12;
 - 15 e. A passing score on the Superintendent portion of the Arizona Administrator
 - 16 Proficiency Assessment; and
 - 17 f. An SEI endorsement or an ESL endorsement or a Bilingual endorsement; and
 - 18 g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 19 **E. Interim Supervisor Certificate – grades Pre-K through 12**
- 20 1. Except as noted, the administrative interim certificate is subject to the general
 - 21 certification provisions in R7-2- 607.
 - 22 2. The certificate is valid for one year from the date of initial issuance and may be
 - 23 extended yearly for no more than two consecutive years at no cost to the applicant if the
 - 24 provisions in subsection (F)(6) are met.
 - 25 3. The administrative interim certificate entitles the holder to perform the duties
 - 26 described in subsection (B)(1). The candidate shall be enrolled in a Board approved
 - 27 alternative path to certification program, or a Board authorized administrative
 - 28 preparation program.
 - 29 4. An individual is not eligible to hold the administrative interim certificate more than
 - 30 once in a five year period.
 - 31 5. The requirements for initial issuance of the administrative interim certificate are:
 - 32 a. A valid Arizona early childhood, elementary, secondary, special education, CTE
 - 33 certificate, PreK through 12 Arts, or other professional certificate issued by the
 - 34 Department;
 - 35 b A bachelor's degree or higher in education from an accredited institution;
 - 36 c. Three years of verified full-time teaching experience or related education services
 - 37 experience in a PreK through 12 setting;
 - 38 d. Verification of enrollment in a Board approved alternative path to administrator
 - 39 certification program, or a Board approved administrator preparation program;
 - 40 e. Verification the holder of the interim certificate shall be under the direct supervision of
 - 41 an Arizona certified district administrator or the appropriate county school
 - 42 superintendent; and
 - 43 f. A valid fingerprint clearance card issued by the Arizona
 - 44 Department of Public Safety.
 - 45 6. The requirements for the extension of the administrative interim certificate are:

- 1 a. Qualification for the initial issuance of the administrative interim certificate outlined in
- 2 subsection (F)(5),
- 3 b. Official transcripts documenting the completion of required coursework,
- 4 c. Verification the holder of the interim certificate shall be under the direct supervision of
- 5 an Arizona certified district administrator, and
- 6 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 7 7. The holder of the administrative interim certificate may apply for an Arizona Standard
- 8 Professional Supervisor Certificate upon completion of the following:
- 9 a. Successful completion of a Board approved alternative path to administrator
- 10 certification program or a Board approved administrator preparation program. This shall
- 11 include satisfactory completion of a field experience or capstone experience of no less
- 12 than one full academic year. The field experience or capstone experience shall include
- 13 performance evaluations in a manner that is consistent with policies for the applicable
- 14 alternative professional preparation program, as described pursuant to R7-2-
- 15 604.04(B)(5);
- 16 b. A passing score on the Arizona Administrator Proficiency Assessment;
- 17 c. The submission of an application for the Standard Professional Supervisor certificate
- 18 to the Department; and
- 19 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 20 **F. Interim Principal Certificate – grades Pre-K through 12**
- 21 1. Except as noted, the administrative interim certificate is subject to the general
- 22 certification provisions in R7-2- 607.
- 23 2. The certificate is valid for one year from the date of initial issuance and may be
- 24 extended yearly for no more than two consecutive years at no cost to the applicant if the
- 25 provisions in subsection (G)(6) are met.
- 26 3. The administrative interim certificate entitles the holder to perform the duties
- 27 described in subsection (C)(1). The candidate shall be enrolled in a Board approved
- 28 alternative path to certification program, or a Board authorized administrative
- 29 preparation program.
- 30 4. An individual is not eligible to hold the administrative interim certificate more than
- 31 once in a five year period.
- 32 5. The requirements for initial issuance of the administrative interim certificate are:
- 33 a. A bachelor's degree or higher in education from an accredited institution;
- 34 b. Three years of verified full-time teaching experience in grades PreK through 12;
- 35 c. Verification of enrollment in a Board approved alternative path to administrator
- 36 certification program, or a Board approved administrator preparation program;
- 37 d. Verification the holder of the interim certificate shall be under the direct supervision of
- 38 an Arizona certified district principal or superintendent or the appropriate county school
- 39 superintendent; and
- 40 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 41 6. The requirements for the extension of the administrative interim certificate are:
- 42 a. Qualification for the initial issuance of the administrative interim certificate outlined in
- 43 subsection (G)(5),
- 44 b. Official transcripts documenting the completion of required coursework,
- 45 c. Verification the holder of the interim certificate shall be under the direct supervision of
- 46 an Arizona certified district principal or superintendent, and

- 1 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
2 7. The holder of the administrative interim certificate may apply for an Arizona Principal
3 Certificate upon completion of the following:
- 4 a. Successful completion of a Board approved alternative path to administrator
5 certification program or a Board approved administrator preparation program. This shall
6 include satisfactory completion of a field experience or capstone experience of no less
7 than one full academic year. The field experience or capstone experience shall include
8 performance evaluations in a manner that is consistent with policies for the applicable
9 alternative professional preparation program, ~~as described pursuant to R7-2-~~
10 ~~604.04(B)(5)~~;
 - 11 b. A passing score on either the Principal or Superintendent portion of the Arizona
12 Administrator Proficiency Assessment;
 - 13 c. The submission of an application for the Principal certificate to the Department; and
 - 14 d. A valid fingerprint clearance card issued by the Arizona
15 Department of Public Safety.
- 16 **G. Interim Superintendent Certificate – grades Pre-K through 12**
- 17 1. Except as noted, the administrative interim certificate is subject to the general
18 certification provisions in R7-2- 607.
 - 19 2. The certificate is valid for one year from the date of initial issuance and may be
20 extended yearly for no more than two consecutive years at no cost to the applicant if the
21 provisions in subsection (H)(6) are met.
 - 22 3. The administrative interim certificate entitles the holder to perform the duties
23 described in subsection (D)(1). The candidate shall be enrolled in a Board approved
24 alternative path to certification program, or a Board authorized administrative
25 preparation program.
 - 26 4. An individual is not eligible to hold the administrative interim certificate more than
27 once in a five year period.
 - 28 5. The requirements for initial issuance of the administrative interim certificate are:
 - 29 a. A master’s degree or higher from an accredited institution;
 - 30 b. Three years of verified full-time teaching experience or related education services
31 experience in a PreK through 12 setting;
 - 32 c. Verification of enrollment in a Board approved alternative path to administrator
33 certification program, or a Board approved administrator preparation program;
 - 34 d. Verification the holder of the interim certificate shall be under the direct supervision of
35 an Arizona certified district superintendent or the appropriate county school
36 superintendent; and
 - 37 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 - 38 6. The requirements for the extension of the administrative interim certificate are:
 - 39 a. Qualification for the initial issuance of the administrative interim certificate outlined in
40 subsection (H)(5),
 - 41 b. Official transcripts documenting the completion of required coursework,
 - 42 c. Verification the holder of the interim certificate shall be under the direct supervision of
43 an Arizona certified district superintendent or the appropriate county school
44 superintendent, and
 - 45 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

- 1 7. The holder of the administrative interim certificate may apply for an Arizona
- 2 Superintendent Certificate upon completion of the following:
- 3 a. Successful completion of a Board approved alternative path to administrator
- 4 certification program or a Board approved administrator preparation program. This shall
- 5 include satisfactory completion of a field experience or capstone experience of no less
- 6 than one full academic year. The field experience or capstone experience shall include
- 7 performance evaluations in a manner that is consistent with policies for the applicable
- 8 alternative professional preparation program, as described pursuant to R7-2-
- 9 604.04(B)(5);
- 10 b. A passing score on the Superintendent portion of the Arizona Administrator
- 11 Proficiency Assessment;
- 12 c. The submission of an application for the Superintendent certificate to the Department;
- 13 and
- 14 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

1 **R7-2-617. Other Professional Certificates**

2 **A.** All certificates are subject to the general certification provisions in R7-2-607 and the
3 renewal requirements in R7-2619.

4 **B. Standard Guidance Counselor Certificate - grades PreK-12**

5 ~~1. The guidance counselor certificate is valid for six years.~~

6 ~~2~~1. The requirements are:

7 a. A master's or more advanced degree,

8 b. Completion of a graduate program in guidance and counseling. A valid guidance
9 counselor certificate from another state may substitute for this requirement,

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

12 d. One of the following:

13 i. Completion of a supervised counseling practicum in school counseling;

14 ii. Two years of verified, full-time experience as a school guidance counselor; or

15 iii. Three years of verified teaching experience.

16 **C. Standard School Psychologist Certificate - grades PreK-12**

17 1. A standard school psychologist certificate is required for all personnel whose primary
18 responsibility is in the role of a school psychologist providing services that include but
19 are not limited to the duties of student psychoeducational assessment, therapeutic
20 consultation and intervention,

21 and involvement in the process of determination of student disabilities or disorders.

22 ~~2. The school psychologist certificate is valid for six years.~~

23 ~~3~~2. The requirements are:

24 a. A master's or more advanced degree;

25 b. Completion of a graduate program in school psychology consisting of at least 60
26 graduate semester hours, or completion of a doctoral program in psychology and
27 completion of a re-training program in school psychology from an accredited institution
28 or Board approved program with a letter of institutional endorsement from the head of
29 the school psychology program;

30 c. A supervised internship of at least 1200 clock hours with a minimum of 600 of those
31 hours in a school setting. Three years experience as a certified school psychologist
32 within the last 10 years may be substituted for the internship requirement; and

33 d. A valid fingerprint clearance card issued by the Arizona
34 Department of Public Safety.

35 4. Any of the following may be substituted for the requirement described in subsection
36 (C)(3)(b):

37 a. Five years experience within the last 10 years working full time in the capacity of a
38 school psychologist in a school setting serving any portion of grades kindergarten
39 through 12; or

40 b. A Nationally Certified School Psychologist Credential; or

41 c. A diploma in school psychology from the American Board of School Psychology.

42 **D. Standard Speech-Language Pathologist Certificate - grades PreK-12**

43 1. The standard speech-language pathologist certificate is required for school-based
44 speech-language pathologists.

45 2. The certificate is ~~valid for six years and~~ may be renewed consistent with the
46 provisions of R7-2-619 with the completion of a minimum of 60 clock hours of relevant

1 professional development in the field of speech pathology, or professional development
2 in the areas of articulation, voice, fluency, language, low incidence disabilities,
3 curriculum and instruction, professional issues and ethics, or service delivery models.

4 3. The requirements are:

- 5 a. A master's or more advanced degree, from an accredited institution, in speech
6 pathology or communication disorders;
- 7 b. A minimum of 250 clinical clock hours supervised by a university or a speech-
8 language pathologist with a certificate of clinical competence;
- 9 c. A certificate of clinical competence, or a passing score on the national exam, or a
10 passing score on the speech and language impaired special education portion of the
11 Arizona Teacher Proficiency Assessment; and
- 12 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

13 **E. Standard Speech-Language Technician - grades PreK-12**

14 1. The standard speech-language technician certificate is required for school-based
15 speech-language professionals.

16 2. No new applications for a speech-language technician certificate will be accepted
17 after June 30, 2014.

18 3. The certificate is ~~valid for six years and~~ may be renewed consistent with the
19 provisions of R7-2-619 with ~~the completion of a minimum of 180 clock hours of graduate~~
20 ~~level coursework in the field of speech pathology,~~ or professional development in the
21 areas of articulation, voice, fluency, language disorders, low incidence disabilities,
22 professional issues and ethics, or service delivery models.

23 4. The requirements are:

- 24 a. A bachelor's degree from an accredited program in Speech-Language Pathology,
25 Speech Hearing Sciences, or Communication Disorders;
- 26 b. A minimum of 50 hours of university supervised observation;
- 27 c. A minimum of 150 university clinical clock hours, or 150 clock hours supervised by a
28 master's level licensed speech-language pathologist, or two years' experience as a
29 school speech-language therapist or technician;
- 30 d. A passing score on the speech and language impaired special education portion of
31 the Arizona
32 Teacher Proficiency Assessment; and
- 33 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

34 **F. Standard School Social Worker Certificate - grades PreK-12**

35 1. The standard School Social Worker certificate is optional but may be required by
36 local governing

37 ~~2. The certificate is valid for eight years.~~

38 32. The requirements are:

- 39 a. Master's or more advanced degree in Social Work from an accredited institution or
40 completion of a Board approved school social worker program;
- 41 b. A valid fingerprint clearance issued by the Arizona Department of Public Safety; and
- 42 c. One of the following:
 - 43 i. Completion of at least 6 semester hours of practicum in Social Work in a school
44 setting completed through an accredited institution; or
 - 45 ii. One year of full time experience as a Social Worker in a setting which primarily
46 serves children in preschool through grade 12.

- 1 4. A valid, comparable School Social Worker certificate from another state may be
- 2 substituted for the requirements of R7-2-617(F)(3) provided that the holder is in good
- 3 standing with that state.

1 **R7-2-619. Renewal Requirements**

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

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

12 **C.** Renewal of certificates requires the completion of continuing education credits after the
13 most recent issuance or renewal of the certificate, except that continuing education credits
14 completed during the valid term of the certificate that expires first meets the requirement of
15 certificates being aligned. Not less than Fifteen hours of continuing education credits are
16 required each year of the certificate term per year to renew a certificate, which may be
17 accumulated in various increments per year prior to renewal. One hour of continuing education
18 credit shall be equivalent to one clock hour of a professional development activity. Continuing
19 education credits must relate to Arizona academic or professional educator standards or apply
20 toward the attainment of an additional Arizona certificate, endorsement, or approved area, and
21 may include training regarding suicide awareness and prevention; child abuse, human
22 trafficking of children and the sexual abuse of children, including warning signs that a child may
23 be a victim of child abuse, human trafficking, or sexual abuses; screening, intervention,
24 accommodation, use of technology and advocacy for students with reading impairments,
25 including dyslexia; or other training programs explicitly permitted by state law. Professional
26 development that may be counted toward the required hours of continuing education credit shall
27 consist of any of the following activities:

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

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

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

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

45 5. Educational research. The research shall be sponsored by a research facility or an
46 accredited institution or funded by a grant. The required documentation shall be the published
47 report of the research or verification by the sponsoring agency; and a statement of the dates of
48 participation and the number of clock hours earned.

1 6. Serving in a leadership role of a professional organization that provides training, activities,
2 or projects related to the profession of teaching or the field of public education. A maximum of
3 30 clock hours per year may be earned by serving in a leadership role of a professional
4 organization. The required documentation shall be written verification by the governing body of
5 the professional organization of the dates of service and clock hours earned.

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

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

14 **D.** An individual holding a Standard teaching certificate, ~~an standard administrative~~
15 ~~certificate, a Guidance Counselor certificate, or a School Psychologist certificate, or speech~~
16 ~~pathologist certificate or other professional certificate~~ may renew the certificate for ~~eight~~ twelve
17 years upon completion of fifteen hours of continuing education credits each year of the
18 certificate term which may be accumulated in various increments per year prior to renewal or
19 with a verified current professional license as a ~~guidance counselor, social worker, psychologist~~
20 or speech pathologist.

21 **E.** An individual who is employed by a school or school district at the time of renewal shall
22 submit the required documentation of professional development to the district superintendent,
23 director of personnel, or other designated administrator for verification. A certified individual who
24 is not employed by a school or school district at the time of renewal shall submit the required
25 documentation of professional development to a county school superintendent, the dean of a
26 college of education, or the Department for verification. The school or district official, county
27 school superintendent, or the dean of a college of education shall verify on forms provided by
28 the Department the number of hours of professional development completed by the individual
29 during the valid period of the certificate being renewed.

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

31 **G.** Notwithstanding any other provision in this section, an individual with a valid fingerprint
32 clearance card who has had a certificate or certificates expire for at least two years but not more
33 than ten years may renew the expired certificate(s) and any endorsement(s) or approved
34 area(s) if the individual had ten or more years of verified full-time experience in this state in the
35 area the individual is seeking renewed certification and is in good standing. Standard
36 certificate(s) issued to that individual pursuant to this subsection shall be identical to the expired
37 certificate(s).

1 **A.A.C. R7-2-621. Reciprocity**

2 A. The Board shall issue a comparable standard Arizona teaching certificate or endorsement
3 as applicable, if one is established pursuant to this Article, to an applicant who holds a valid
4 certificate or endorsement from another state that included a requirement to pass that state's
5 certification exams in order to be certificated in that state if required at the time of certification,
6 and is in good standing with that other state. These applicants are exempt from all provisions of
7 the Arizona Educator-Teacher proficiency Examinations-examinations except as pursuant to
8 subsection D.

9 ~~1. DB.~~ Standard certificates shall be valid for ~~eight~~ twelve years and are renewable.

10 ~~2. EC.~~ The applicant shall possess a valid fingerprint clearance card issued by the Arizona
11 Department of Public Safety.

12 D. The applicant shall have completed the required class or passed a satisfactory examination
13 on the provisions and principles of the Constitutions of the United States and Arizona.

14 ~~3. FDE.~~ Notwithstanding any other provision, the deficiencies allowed pursuant to Arizona
15 Revised Statutes in Arizona Constitution and United States Constitution shall be satisfied prior
16 to the issuance of the same type of certificate prescribed in this Article, but are subject to
17 expiration-suspension as follows:

18 ~~a. 1.~~ An applicant's standard Arizona teaching certificate shall expire-be suspended three
19 years from the date of issuance if the applicant has not completed the required class or passed
20 a satisfactory examination on the provisions and principles of the Constitutions of the United
21 States and Arizona.

22 ~~b. 2.~~ An applicant's standard Arizona teaching certificate shall expire-be suspended one year
23 from the date of issuance if the applicant has not completed the required class or passed a
24 satisfactory examination on the provisions and principles of the Constitutions of the United
25 States and Arizona if the applicant applies for a certificate authorizing the person to teach an
26 academic course that focuses predominantly on history, government, social studies, citizenship,
27 law or civics.

28 ~~B. The Board shall issue a comparable Arizona supervisor, principal or superintendent~~
29 ~~certificate to an applicant who holds a valid equivalent certificate from another state, that~~
30 ~~included a requirement to pass that state's administrator exams in order to be certificated in that~~
31 ~~state if required at the time of certification, and is in good standing with that other state.~~

32 ~~1. Certificates shall be valid for eight years and are renewable.~~

33 ~~2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona~~
34 ~~Department of Public Safety.~~

35 3. The suspension for a deficiency in the Constitutions of the United States and Arizona is not
36 considered a disciplinary action and the applicant shall be allowed to correct that deficiency
37 within the remaining time of the standard certification.



Arizona State Legislature

1700 West Washington

Phoenix, Arizona 85007

July 27, 2017

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007

Members of the Arizona State Board of Education:

Thank you for your work overhauling Arizona's teacher certification system. Governor Ducey made it clear during his State of the State address that Arizona's teacher certification laws should not be unnecessarily burdensome, riddled with arbitrary requirements or prohibit otherwise qualified individuals from being able to teach in our classrooms. This past session, the Legislature heeded those remarks and passed S.B. 1042, which will restore local control to school districts in making the hiring decisions that are best for them. It removed unnecessary bureaucracy and recognized subject matter expertise from previous education and work experience.

Our certification laws and rules should not prohibit local school leaders from making hiring decisions because the State feels like it knows best. S.B. 1042 is grounded in doing what is best for kids and ensuring that these hiring decisions are made at the local level. On June 1, 2017, State Board of Education (Board) staff sent over a package of draft rule revisions in accordance with S.B. 1042. After reviewing these drafts and the revisions made on July 16, 2017, it is clear that S.B. 1042 is being implemented as it was intended. The Board's work on these rule revisions will make it clear that Arizona wants the best and brightest in our students' classrooms and that our local leaders know what is best. We commend the Board for not overstepping in creating unnecessary requirements, reflecting statute when necessary and creating a rule package that the general public can understand.

Although probably not appropriate to be included in Board rule, we would encourage the Board to adopt additional policy guidance for the Arizona Department of Education with regard to determining "relevant work experience." It is crucial that individuals applying under these provisions know what to expect and how to clearly demonstrate that work experience. Furthermore, we would recommend that this guidance be as broadly interpreted and implemented as possible so as to not unintentionally prohibit a qualified individual from entering the classroom. We would also suggest that the process for determining "relevant work experience" include a separate ability for local schools to determine relevance. If a local school suggests that an individual's work experience is relevant to what they are going to teach the State should not interfere with that determination.

Finally, two potential rule recommendations were suggested in the communication delivered by Board staff. These provisions related to a pathway to full certification for emergency certificated teachers and recognizing the work experience of paraprofessionals seeking special education certification. We strongly urge the Board to immediately open rulemaking and take these items under consideration. We believe these are the exact kinds of opportunities that the Board can take without additional legislative action to streamline the certification process. There is no reason why Arizona should wait another year for the Legislature to pass another bill when the Board has the ability to act and to continue to make our certification environment more accessible and streamlined for the public.

Thank you for taking the time to consider our feedback as you engage in this critically important work. If there is anything you may need from us, please do not hesitate to contact our offices.

Sincerely,



Senator Sylvia Allen
Senate Education Committee Chair
sallen@azleg.gov
(602) 926-5409



Representative Paul Boyer
House Education Committee Chair
pboyer@azleg.gov
(602) 926-4173

Cc: Dr. Karole Schmidt
Dawn Wallace

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding traditional schools A-F School Accountability business rules regarding proficiency.

Action/Discussion Item Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee.

Below is the proficiency business rule published by the Arizona Department of Education (ADE):

Percent Proficient

$$= ((\text{Percentage of FAY students partially proficient on AzMERIT or MSAA ELA} \times .6) + (\text{Percentage of FAY students partially proficient AzMERIT or MSAA Math} \times .6) + (\text{Percentage of FAY students approaching AIMS or AIMS A Science} \times .6) + (\text{Percentage of FAY students proficient on AzMERIT or MSAA ELA} \times 1.0) + (\text{Percentage of FAY students proficient on AzMERIT or MSAA Math} \times 1.0) + (\text{Percentage of FAY students meeting on AIMS or AIMS A Science} \times 1.0) + (\text{Percentage of FAY students highly proficient on AzMERIT or MSAA ELA} \times 1.3) + (\text{Percentage of FAY students highly proficient on AzMERIT or MSAA Math} \times 1.3) + (\text{Percentage of FAY students exceeding on AIMS or AIMS A Science} \times 1.3))$$

On July 25, 2017, a member of the Accountability Advisory Group (AAG) informed ADE staff that the AAG had modelled and made recommendations regarding proficiency using the business rule below:

$$= 100 \times 0.15 \times \left(\frac{((\text{No. of 3-yr FAY students partially proficient on AzMERIT or MSAA ELA} + \text{No. of 3-yr FAY students partially proficient AzMERIT or MSAA Math} + \text{No. of 3-yr FAY students approaching AIMS or AIMS A Science}) \times .6) + (\text{No. of 3-yr FAY students proficient on AzMERIT or MSAA ELA} + \text{No. of 3-yr FAY students proficient on AzMERIT or MSAA Math} + \text{No. of 3-yr FAY students meeting on AIMS or AIMS A Science}) \times 1.0) + (\text{No. of 3-yr FAY students highly proficient on AzMERIT or MSAA ELA} + \text{No. of 3-yr FAY students highly proficient on AzMERIT or MSAA Math} + \text{3-yr No. of FAY students exceeding on AIMS or AIMS A Science}) \times 1.3)}{(\text{No. of 3-yr FAY students tested on AzMERIT or MSAA ELA} + \text{No. of 3-yr FAY students tested on AzMERIT or MSAA Math} + \text{No. of 3-yr FAY students tested on AIMS or AIMS A Science})} \right)$$

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

The business rule currently posted is based upon the percentage of students proficient rather than the number of students proficient and places a heavier weight on science results than the business rules modelled by the AAG.

Accordingly, the Board should clarify the appropriate business rule in calculating proficiency points.

Recommendation to the Board

It is recommended that the Board approve the revisions to the business rules in calculating the A-F School Accountability Plan regarding proficiency.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding traditional schools A-F School Accountability business rules.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee.

The Board and the Arizona Department of Education (ADE) have received feedback from the field regarding the stability model, Full Academic Year (FAY) students, and weights for proficiency as well as n counts for calculating points for graduation rates and CCRI.

Below is a brief description of each business rule issue. Attached is additional information from ADE.

K-8 Stability Model

In calculating proficiency, the stability model provides additional weights to students who have been with the school the longest. Students who are FAY for three consecutive years are given the highest weight, students who are FAY for two consecutive years are given mid-weight and students who are FAY for one year are weighted the least.

The Board has received feedback from the field that this model is unfair to certain school configurations, such as middle schools with grades 6-8, as emphasis is placed on grade 8 students and teachers. There are approximately 150 schools with two, three or four grade configuration spans that are affected.

Revising the business rules to provide a 1-year FAY only results in all students being weighted equally and does not produce disparate results based on school configuration.

Graduation Rate N Count

The n count for graduation rate points is 20 FAY students in each cohort which will result in approximately 50% of schools being ineligible for graduation rate points.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Revising the business rules to use the total of all students (FAY and non-FAY) across all four cohorts in n count calculations will reduce the percentage of schools ineligible to receive graduation rate points to 29%.

CCRI N Count

The n count for CCRI points is 20 FAY graduates in the current year which will result in approximately 31% of high schools being ineligible for CCRI points.

Revising the business rules to lower the n count to 10 graduates (FAY and non-FAY) will reduce the percentage of schools ineligible to receive CCRI points to 19%.

Recommendation to the Board

It is recommended that the Board approve the revisions to the business rules in calculating the A-F School Accountability Plan regarding the stability model, FAY students and weights for proficiency as well as n counts for calculating points for graduation rates and CCRI.

Traditional Schools A-F Business Rule Discussion

K-8: Stability Model

- **Context:** The intent of the stability model in proficiency calculations is to highlight the students who have been with the school the longest.
 - Students who are FAY three consecutive years in a row (FY15, FY16, FY17) at the same school = 3-year FAY and are weighted the heaviest in the calculation.
 - Students who are FAY two consecutive years in a row (FY16, FY17) at the same school = 2-year FAY and are mid-weight in the calculation.
 - Students who are FAY one year only (FY17) = 1-year FAY and are weighted the least heaviest in the calculation.
- **Feedback:** SBE and ADE received feedback from the field that this model is unfair to school configurations serving two, three or four grade spans, such as middle schools with grades 6-8.
 - For these schools emphasis is placed primarily on the grade 8 students (and subsequently teachers) as they are the only ones in the school who can earn a FAY = 3, which also then de-emphasizes the grade 6 students (and subsequently teachers) who can by definition only be FAY = 1.
- **Impact:**
 - There are approximately 150 schools serving school configurations of grades 6-8, 3-5, 4-6, etc.
- **Solution:**
 - Use 1-year FAY only so that all students are weighted equally.

9-12: Graduation Rate

- **Context:** In order to be eligible for graduation rate points, a school must have 20 FAY students in each cohort.
- **Feedback:** SBE and ADE received feedback from smaller schools not eligible for these points. The concern was if they are not eligible for grad rate, they are also likely not eligible for CCRI points; therefore, their letter grade will be primarily based on AzMERIT.
- **Impact:**
 - 50% schools ineligible.
- **Solution:**
 - Historical approach: total all students (i.e., FAY + non-FAY) across all four cohorts, if greater than or equal to 20 then school is eligible. 71% of schools would be eligible using this calculation (29% ineligible).

9-12: CCRI

- **Context:** In order to be eligible for the CCRI points, a school must have 20 FAY graduates in the current year.
- **Feedback:** SBE and ADE received feedback from smaller schools not eligible for these points. They were ineligible due to both the n-size and the requirement of FAY only students. The concern was if they are not eligible for CCRI points, they are also likely not eligible for graduation rate points; therefore, their letter grade will be primarily based on AzMERIT.
- **Impact:**
 - 31% of high schools ineligible.
- **Solution:**
 - Lowering n-size to 10 graduates (FAY and non-FAY) allows 81% of high schools to be eligible (19% ineligible).

Accountability Advisory Group Recommendations

The Accountability Advisory Group reviewed the proposed adjustments to the accountability system and provides the following analysis for the Board's consideration. We are more than willing to analyze any other issues that are needed to inform the Board. Also, since we did not have statewide impact data for some of the A-F recommendations, we strongly support the Board's plan to review these decisions again before the 2018 letter grades are calculated.

Stability Model

The AAG recommendation for giving extra weight to students who were at the same school for multiple years was to give the accountability system greater credibility with principals and teachers. The system seems fairer if you are judging a school more on the students they had for more instruction. Mesa, Chandler, Peoria, Saddle Mountain, the Charter School Association and others vetted this idea with principals and those educational leaders were strongly in favor of a weighted approach. We also looked at the impact of a weighted model compared to a one year FAY model. Chandler and Peoria found that it did not make a big impact on the rating, even in schools with limited number of grades. Looking at all the data to determine the impact would be preferable, but there is not time for that at this point.

AAG also recommended that there be a compensatory approach with schools that did not have students with three years of FAY (May Business Rules Recommendations). If a school only had students with one year FAY it would count as 30%, splitting the weights for schools with only one or two years FAY and weighting all three years for schools with that spread. This is the approach we endorsed in April/May.

	Max % of Points		
	Highest Year of FAY	2 nd Highest Year FAY	Lowest Year of FAY
Has 1 year FAY	30%		
Has 2 year FAY	18%	12%	
Has 3 year FAY	15%	10%	5%

ADE indicates that the proposed weighted model works for about 90% of K-8 schools. Because of the value to the perception of the accountability system, AAG recommends keeping the weighting, using the adjustment as indicated above, and running the model both with one year FAY only and with the weighting and giving the school the better of the two ratings. This would give the Board impact data that can be reviewed in 2018 when adjustments to the model will be made.

Using A Percentage or the Number of Students in the Proficiency Calculation

The approved business rule uses a percentage of students proficient rather than the number tested. This approach overly weights science. For example, in a K-6 school with 100 students per grade, 400 students would take math, 400 students would take ELA and 100 students would take science, yet each test would count as one-third of the proficiency calculation. That would benefit schools since science

proficiency rates tend to be higher, but it would give an inaccurate picture of proficiency at the school. AAG recommends using the N count, the number of valid test records, not the percentage, in the proficiency calculation.

We also acknowledge that USED may be disallowing science in the proficiency calculation. We believe science is very important and should be kept in the calculation. ED has fluid rules at this point, as we can see in this week's approval of Delaware's plan. We recommend keeping science scores in Arizona's plan until it is clear that it will not be allowed and then changing if needed in 2018.

N Count for Graduation Rate

AAG recommends removing FAY from the business rules for graduation rate calculation. The graduation rate inherently limits the indicator to the school's graduates; therefore, additional filters are not necessary. In other words because the school is conferring a diploma a school is endorsing the student as meeting their graduation requirements, so the graduation filter alone should be enough.

To maximize the number of schools rated, we recommend applying the 20 N count to the four-year graduation rate only. There may be more variability in the 5, 6 and 7 year grad rate cohorts if they have less than 20. However, since schools would prefer the opportunity to receive grad points, requiring the N count for one cohort balances the concern about variation and access to these points.

If a school cannot get these points they would be rated based on the points for which they are eligible. Missing this one indicator would not count against them.

N Count for CCRI

CCRI uses just graduates, like the graduation rate calculation, so the additional FAY filter would not be needed.

AAG strongly discourages the use of 10 for judging schools in the accountability model. As a rural school superintendent said in an earlier discussion "20 does not hurt a school, it protects them." While 10 may be adequate for reporting, there is too much potential variability depending upon which 10 students are measured that year, so letter grades could be inconsistent from year to year. Going to 10 FAY students still leaves almost one in five schools without a label, so it really does not solve the problem it is intended to solve.

In the past, ADE aggregated across years to get to 20. That would not be possible in the first year of CCRI, but could be done in the future. This highlights the need for a 'small school model' in the accountability system.

K-2 and K-3 Schools

We have attempted in the past to link schools to the performance of their students in later grades. The sending K-2 schools thought that was not an accurate or fair measure of their school. AAG recommends not giving the schools letter grades in August, but explore the possibility of collecting other data in the

fall that could be used for a current letter grade. Even if data could only be used for the 2018 letter grade, what needs to be collected and how it will be collected needs to be determined as soon as possible.

New Schools

The AAG endorses the Executive Director's recommendation of using the existing system. The one change that could be made is on measures that require improvement from year to year. For elementary schools, in the first year of operation, AAG recommends giving credit to the school for the new school's performance being higher than the state average for measures that require year over year school improvement. That would give the school access to more points. AAG also recommends reviewing the data from new schools so that this component can be validated or improved for the 2018 letter grades.

How Do We Define the 50% Growth Needed to be an A School?

AAG would recommend the Board review this decision. When the Board sets the criteria for an "A" you will be defining an excellent school and you will have impact data to see how your decision plays out with schools. This additional filter should not be needed.

For proficiency, the data indicates that the top schools likely will have more than 50% proficient. For growth, it is not clear what should be considered 50%. AAG is willing to evaluate impact data based on direction from the Board and make a recommendation based on that if requested.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding A-F School Accountability for new schools and K-2 schools

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades.

At its April 24, 2017 Board meeting, the Board approved the A-F School Accountability Plan as recommended by the A-F School Accountability Ad Hoc Advisory Committee.

The Board and the Arizona Department of Education (ADE) have received feedback from the field regarding new schools and K-2 schools. Below is a brief description of each issue.

New schools

New schools present a unique challenge to calculating A-F School Accountability because some indicators do not apply due to the lack of data for prior school year performance. Accordingly, the Board is presented with three options:

1. Do not issue letter grades for new schools
2. Issue letter grades based on existing indicators that apply
3. Revise business rules that include measures based on a school's prior performance to the school's current performance versus the state average

K-2 schools

K-2 schools present a unique challenge to calculating A-F School Accountability because no data exists. Accordingly, the Board is presented with two options:

1. Do not issue letter grades for K-2 schools
2. Revise qualitative measures for use in future years

Recommendation to the Board

For new schools, it is recommended that the Board issue letter grades based on existing indicators that apply to new schools and not modify the existing business rules. For K-2 schools, it is recommended that the Board does not issue letter grades for K-2 schools but direct the Department to revise qualitative measures for use in future years.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the draft Alternative School A-F School Accountability Plan for 2016-2017.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-241.H states that subject to final adoption by the State Board of Education, the Department of Education shall use achievement profiles to appropriately assess the educational impact of accommodation schools and alternative schools.

At its February 27, 2017, meeting, the Arizona State Board of Education voted to extend the approval date of an accountability plan for alternative schools until August 2017.

The Alternative Accountability Advisory Group (Alt AAG), in collaboration with ADE's Accountability and Research, has developed a consensus framework that uses the same categories as traditional schools. The categories include some components that are the same as traditional yet adds distinct components that appropriately assess the educational impact of alternative schools.

Rationales for the suggested weightings and the distinct components are included.

Review and Recommendation of State Board Committee

The A-F School Accountability Ad Hoc Advisory Committee recommended to the State Board of Education that final approval of Alternative School achievement profiles be postponed until August 2017. This action provided time for finalization of the traditional model to inform the work of the Alternative Accountability Advisory Group.

Recommendation to the Board

It is recommended that the Board receive public comment on the working draft of the alternative school accountability plan and components.

Contact Information:

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

Consensus Framework presented to State Board of Education on August 4, 2017

Arizona 2016-2017 Alternative High School A-F School Accountability Plan

Category	Component	Weight	Points/ Percentage
Proficiency	AzMERIT English Language Arts 9 & 10 and Algebra 1 & Geometry <ul style="list-style-type: none"> • 0 credit lower half of minimally proficient (MP) • .3 for upper half of minimally proficient performance band • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year 	15%	15%
Growth	Academic Persistence <ul style="list-style-type: none"> • Continued enrollment at any public school in AZ by October 1 in current year from the prior year 	10%	20%
	Credit Earned <ul style="list-style-type: none"> • Students enrolled by Oct 1 who earn ≥ 4.5 credits by the end of the school year, June 30 	10%	
English Language Learners	Proficiency on AZELLA (Oct. 1 FAY students only) Based school's percentage of students proficient compared to the current year state average ELL proficiency	5%	10%
	Growth on AZELLA (Oct. 1 FAY students only) Based on school's change in performance levels compared to the current year state's average change in performance levels the prior year	5%	
High School Graduation Rate	School Option 1: Graduation rate of students on track to graduate, within three credits of the SBE established graduation requirements, and graduate by June 30	School Chooses 1 for 20%	20%
	School Option 2: Best of 4, 5, 6, or 7-year cohort-based graduation rate		
	School Option 3: 1% or greater increase of overall (4-7 year inclusive) graduation rate year over year, until the school meets or exceeds the state alternative high school baseline average at which point, the school maintains the state average graduation rate		

Category	Component	Weight	Points/ Percentage
	Bonus Points for McKinney-Vento and/or Foster Care Graduate		
College and Career Readiness	<p>Schools self-report data for graduating students to generate an overall score.</p> <ul style="list-style-type: none"> Schools self-report data for FY 17 graduating students to generate an overall score All the components included in the traditional model The percentage of graduating students that earn at least 1-point result in that school receiving that percentage of the 35 points. Post-secondary education (college) and workforce readiness (career) blend for alternative school graduates; therefore, “red” & “blue” are combined. Alternative school additions must be at the alternative high school of graduation. 	35%	35%
All values and indicators found in traditional model will follow the rules for the traditional model (apply to entire HS career).			
Additional Alternative School Indicators			
	Value	Indicators	
	.25 per exam	AzMERIT – partially proficient on Algebra 2 or ELA 11	
	.5 per course ¹	Second Language - credit earned ² in a second or dual language course which would satisfy 4-year university entrance requirement	
	.5 per course	Work Study - earns credit in course, verified by W2/pay stubs & evaluated by school supervisor	
	.5 per course	Workplace Readiness – earns credit in a course that prepares student to find, interview for, obtain, and keep employment	
	.5 per course	Career Readiness - earns credit in the course that prepares students for a specific vocation (not the formal CTE programming through ADE)	
	.5 per course	Service Learning - See letter of support from National Dropout Prevention Center	

¹ Courses must use ADE’s corresponding SCED code. The list of accepted SCED codes will accompany the business rules. “Course” refers each time to a semester course or equivalent, ½ credit.

² Credit Earned for each course refers to an A, B, C, or equivalent course grade.

Category	Component	Weight	Points/ Percentage
	1.0	Accelerated Credit Recovery student earns ≥ 5.5 credits in a single academic year at the alternative school of graduation	
	.5	Recipient of Competitive Scholarship to Post-Secondary Institution Minimum award of \$500	

Arizona 2016-2017 K-8 Alternative A-F School Accountability Plan

Category	Component	Weight	Points/Percentage
Proficiency	AzMERIT English Language Arts and Math Proficiency <ul style="list-style-type: none"> 0 credit for lower half minimally proficient (MP) .3 for upper half of minimally proficient (MP) .6 for partially proficient (PP) 1 for proficient (P) 1.3 for highly proficient (HP) 	10%	10%
Growth	Student Growth Percentile on AzMERIT English Language Arts and Math (SGP) <ul style="list-style-type: none"> Students are classified as low (1-33), average (34-66) or high (67-99) SGP Points are awarded based on their performance level the prior year (MP, PP, P, or HP) and their growth level in the current year 	10%	30%
	Persistence <ul style="list-style-type: none"> Prior year student enrolled in school on October 1st for grades 5-8 only 	20%	
	Lexile Level Growth for lower grades† <ul style="list-style-type: none"> Improvement from baseline from the first test to the end of year test was at least one-year's growth or equal to the student's current grade level 	15%†	
English Language Learners*	Proficiency on AZELLA <ul style="list-style-type: none"> Based on a school's percentage of students proficient compared to the state's Alternative school average ELL proficiency 	5%	10%

Category	Component	Weight	Points/Percentage
	Growth on AZELLA <ul style="list-style-type: none"> • Based on school’s change in performance levels compared to the state’s average for Alternative schools change in performance levels the prior year 	5%	
Acceleration Readiness	Schools receive 10 points for each of the following indicators met (max 50 points) <ul style="list-style-type: none"> • A school’s current year percentage of MP in the first tested grade of AzMERIT ELA is less than the prior year’s OR equal to the Alternative state average • School offered summer school in FY 16 for all grades served • School offers food programs in addition to breakfast and lunch • School offers full-day kindergarten • School has a Pre-K on site • School offers enrichment programs in art, technology, music, etc. (must be a regular part of the school schedule) • Coordinated before- and/or after-school programs • School offers a parent university or coordinated parent educational program • School has McKinney Vento Program student enrollment higher than the state average • Inclusion of students with high incident and low incident disabilities in general education • School provides free transportation 	50%	50%
†Starting in 2018 *Schools with an n count of less than 20 ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale.			

**Arizona School Accountability 2016-2017:
Comparison of Categories and Weighting for 9-12 Traditional to Proposed
Alternative High School Framework with Rationales**

Category	Weighting	
	Traditional	Alternative
Proficiency	30%	15%
Growth	20%	20%
English Language Learners	10%	10%
High School Graduation Rate	20%	20%
College & Career Readiness	20%	35%

Rationales:

In a 2016 Momentum Strategy and Research study of alternative accountability frameworks nationwide, Arizona was ranked second. Colorado was ranked #1. The missing element in Arizona's framework was "Flexibility in Selection of Measures." "The rigor in alternative accountability comes in customization." - Jim Griffin, 2016 Alternative Accountability Policy Forum

Proficiency:

- Testing windows are not in sync with enrollment at alternative schools. Use of state-mandated assessment will be more indicative of alternative school students' mastery of standards when "on-demand" testing is available.
- Colorado's Alternative Education Campus framework uses 15%. CO is required by their state statute and Board rule to have the greatest weights in their Alternative Education Campus framework on academic growth (not necessarily defined as growth to proficiency) and postsecondary education (college) and workforce (career) readiness. CO's term for "Proficiency" is "academic achievement" and is weighted 15%. Colorado's Alternative Education Campus (AEC) Working Group's Final Report, http://www.cde.state.co.us/accountability/2015_aec_awg_final_report emphasized that the AEC framework should honor the universal qualities of effective schools, capture the essential unique qualities of effective alternative education campuses, and

include additional performance measure that are relevant to a school's unique design and mission.

Growth:

Growth is defined in a fuller sense of Growth toward Graduation from a public high school – not in the limited definition of “growth to proficiency”.

- Arizona has used **Academic Persistence** in its Alt A-F model since 2012. In 2014, Arizona moved Academic Persistence from bonus points to within the model for alternative schools.
- Arkansas and Colorado both use **course completion/credit-earned** in their alternative education and alternative education campus frameworks.
- SGP can only be calculated for a very small percentage of alternative high school students. The vast majority of students at alternative schools do not take courses in a traditional sequence. Almost all alternative high schools do not meet the minimum n-size of 20 for SGP. SGT is basically meaningless for alternative high school students. Alternative schools prefer to be held accountable using metrics that are appropriate for their target population and for more than a just a very small portion of their students.
- The state-mandated assessment is not sensitive enough to show the growth of most alternative high school students. Other nationally recognized vendor assessment systems, such as the GED practice test, TABE, STAR, are used as a pre-test to show growth from pre-high school level skills to the post-test point that alternative school students achieve within a school year. As soon as possible, Arizona's alternative schools want to be able to use such valid and reliable data for state alternative school accountability. Colorado allows such choice of instruments for alternative education campuses in their Alternative Education Campus School Performance Framework.

English Language Learners:

According to ADE, 5 alternative schools met the n-size requirement to earn ELL points in FY 16. A 90-point scale will be applied to over 90% of alternative high schools.

High School Graduation Rate:

Diversity in student population served exists among Arizona's accommodation and alternative schools. For that reason and considering that AZ's model only lacked “Flexibility in Selection of Measures” when ranked nationally, the Graduation Rate category provides a place to offer flexibility.

- The most innovative way of calculating graduation is to redefine “cohort” for alternative high schools, especially credit recovery high schools that are re-engaging former dropouts and/or educating over-aged and under-credited young people. A graduation rate for students on track to graduation in a given school year appropriately assesses the educational impact of alternative, credit recovery high schools. Arizona will receive national attention by being the first state to use this method of calculating graduation rate for alternative high schools.
- Arizona’s 2014 Alt A-F model used the “best of” 4 – 7th year graduation rate. American Youth Policy Forum recommends using extended cohort graduation rates to assess effectiveness of alternative schools. Colorado’s Alternative Education Campus model uses 4 - 7-year cohort graduation rates. AZ statute, A.R.S. § 15-821.A allows public schools to educate students until their 22nd birthday. The Alt AAG is recommending using 4th – 8th year to capture success of alternative schools graduating ALL students.
- Using a one-year alternative school graduation rate provides an “apples to apples” comparison. It allows an alternative high school to compare itself to the state average of alternative high school graduation rates - all cohorts within a given year.

College and Career Readiness:

This category offers “Flexibility in Selection of Measures” that previous AZ Alternative School models lacked. All of the components in the traditional school plan are included with the addition of some specific to educational success of alternative school students, such as coursework in Work Study, Workplace Readiness, Service Learning.

- The Alt AAG is proposing “purple” for the College and Career Readiness components. Distinctions between Post-Secondary Education (college) and workforce (career) readiness blur for alternative school students. Rather than create a false dichotomy, the red/blue distinction is combined.
- The Executive Director of the National Dropout Prevention Center/Network has written a letter (attached) in support of alternative schooling as an effective core strategy for dropout prevention-recovery. Based on their research report, *A Meta-Analysis of Dropout Prevention Outcomes and Strategies*, the Center recommends career development/job training, work experience, and service learning coursework as appropriate measures in a school accountability framework.
- The Teachers of English to Speakers of Other Languages (TESOL) International Association have written a letter of support emphasizing the importance of second language study/competence as a 21st century workforce skill,

<http://www.tesol.org/news-landing-page/2017/02/13/tesol-joins-aztesol-in-letter-supporting-foreign-language-readiness-standard>

- Alternative school graduates who receive a competitive scholarship to continue post-secondary education/workforce training are well on their way to being contributing members of AZ society.



Arizona State Board of Education

June 23, 2017

Dear President Carter; Superintendent Douglas; Vice President Narducci; Members Baker, Cheng, Corr, Kaye, Mak, Schmidt, Taylor, and Welborn:

Momentum Strategy & Research (Momentum) is a non-profit policy analysis and research organization that specializes in providing data and information to stakeholders to inform K-12 public education policy. One of our primary research and policy efforts focuses on appropriate measures and metrics for schools serving disproportionately high numbers of students that have either already dropped out of the educational system, or are at extremely high risk of doing so—schools referred to as “alternative” in your state. As such we have produced myriad research reports on performance and growth outcomes of the students and schools; developed a working data base of all alternative schools and programs across the country, as well as an annually updated database of alternative accountability policies from all 50 states in the US; and assisted states, school districts, charter school authorizers, and schools in the development of alternative school performance frameworks.

Using our policy database, research, and expertise; as well as feedback from the field, Momentum developed a rubric for assessing states’ alternative school accountability systems. This rubric is used to assess each states’ alternative accountability policies on eight elements: *Clarity in Defining of Alternative Schools*, *Codified Designation Process*, *Applicability to all School Types*, and an alternative system of accountability that uses *Alternative Measures*, *Focus on Student Growth Over Time*, *Bases Targets on Empirical Data*, and allows for *Flexibility in Selection of Measures*. Finally, the rubric assesses whether the policy specifies that the alternative system undergo *Periodic Review* of continued applicability. Out of a total possible score of 24, Arizona’s score was 20. Only one other state currently scores higher than Arizona. The only element Arizona’s Alternative Education Accountability Framework lacks is allowing for *Flexibility in the Selection of Measures*.

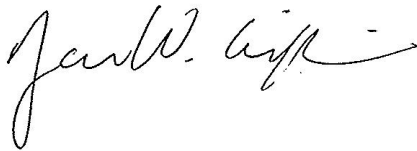
In our decades of experience working with schools and those that are responsible for their oversight we have found that the most effective alternative accountability systems include the flexibility element. Even within alternative schools there is great diversity in targeted student populations and school missions. By definition, alternative schools involve atypical student populations, and only through customized accountability and performance targets are we able to speak of rigorous and relevant accountability. Without school-specific customization, it’s someone else’s rigor being applied to schools without regard for its suitability.

Though we encourage flexibility across multiple indicators of alternative school outcomes, perhaps the most important indicator to allow for this is academic growth. The combination of alternative schools’ student mobility rates and advanced student age often render growth results on statewide assessments that are unrepresentative of the schools’ total population—typically representing less than 30 percent of a school’s students, annually. Allowing alternative schools the flexibility to provide additional growth outcomes on a short-cycle, normative assessment of their choice provides growth data on more students. Momentum has worked with two national vendors of short-cycle assessments to produce norming studies based on hundreds of alternative schools across the country. Results from these studies

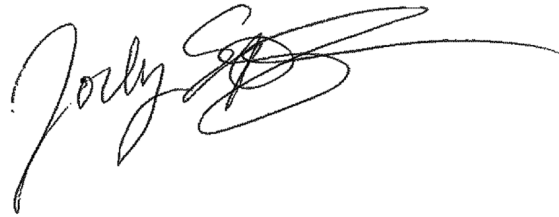
are being used by states, school districts, and charter school authorizers across the country for setting appropriately rigorous targets for their alternative schools. We encourage Arizona and all states to allow schools to self-report this rich data, which offers additional evidence of an alternative schools' outcomes.

We congratulate Arizona on your commitment to an accountability methodology that is specifically designed for alternative schools and thank you for the opportunity to offer our expert insights.

Sincerely,



Jim Griffin, J.D.
President



Jody Ernst, Ph.D.
Vice president, Research and Policy Analytics

cc: Dr. Karol Schmidt, Executive Director, Arizona State Board of Education

June 20, 2017

Arizona State Board of Education

Dear President Carter; Superintendent Douglas; Vice President Narducci; Members Baker, Cheng, Corr, Kaye, Mak, Schmidt, Taylor, and Welborn:

The National Dropout Prevention Center fully supports Arizona's commitment to develop a methodology for achievement profiles that appropriately assess the educational impact of accommodation and alternative schools.

The mission of the National Dropout Prevention Center is to increase graduation rates through research and evidence-based solutions. Since inception, the National Dropout Prevention Center has worked to improve opportunities for all young people to fully develop the academic, social, work, and healthy life skills needed to graduate from high school and lead productive lives. Since 1986, the National Dropout Prevention Center (NDPC) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations.

We have identified 15 Effective Strategies that have the most positive impact on reducing school dropouts. Alternative schooling is one of our basic core strategies, and we are in full support of Arizona's efforts to develop an appropriate accountability methodology for those schools.

In April 2015, we published a technical research report, *A Meta-Analysis of Dropout Prevention Outcomes and Strategies*. That technical report gives research evidence of effective elements that should be included in Arizona's methodology for assessing its alternative schools.

- Our research showed that Career Development/Job Training is the most effective way for a school to achieve positive outcomes. Career Development/Job Training has a very high effect size, .81. We strongly urge you to include career development and job training/ work experience courses in Arizona's alternative school methodology, thus recognizing a highly effective educational outcome.
- Work-based learning, school supervised work experience coursework, is also very effective educational strategy, as shown by our research.
- Service learning is also effective overall, and extremely valuable for alternative education. Again, we strongly encourage you to include courses in service learning as components of College and Career Readiness in your alternative school methodology.

**NATIONAL DROPOUT
PREVENTION
CENTER/NETWORK**

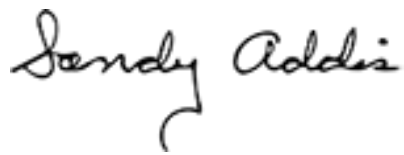
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When I talk to groups, I remind them that the biggest contribution schools can make to their community is increasing the graduation rate. We consider dropping out to be a process, not an event. There is a continuum from dropout prevention to recovery – engaging, continuing to engage, and re-engaging young people most at-risk.

We encourage Arizona and all states to continually improve their methodology for assessment of alternative school quality as richer and more appropriate data becomes available. The National Dropout Prevention Center stands ready to assist the State of Arizona in any way possible.

Sincerely,

A handwritten signature in black ink that reads "Sandy Addis". The signature is written in a cursive style with a large, looping initial 'S' and a long, sweeping underline.

Dr. Sandy Addis
Director, National Dropout Prevention Center
Clemson University



January 19, 2017

Tim Carter
Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East Drive
Prescott, AZ 86301

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

Dear Mr. Carter and Dr. Schmidt:

On behalf of TESOL International Association, the largest professional association serving English language educators, and Arizona TESOL (AZTESOL), the state affiliate of TESOL, we are writing in reference to the college- and career-readiness indicators under consideration by the Arizona State Board of Education for its system for School Accountability achievement profiles. According to the published notes from the January 4 meeting of the A-F School Accountability Ad Hoc Advisory Committee, two years of foreign language is one of the proposed indicators for college- and career-readiness. The ability to speak more than one language is a critical skill for today's global economy, so both TESOL and AZ-TESOL support including this as an indicator of college- and career-readiness.

Research has shown that the ability to speak more than one language brings multiple cognitive benefits, and facilitates higher-order brain functions. A significant study in 2004 from Bialystock, Craik, Klein, and Viswanathan showed that individuals with the ability to speak more than one language demonstrate higher cognitive and executive controls than those who spoke only one language. A more recent study published in 2016 from Bak, Long, Vega-Mendoza, and Sorace demonstrated that even short-term language study benefits mental agility.

Foreign and second language skills are especially pertinent and relevant to college and career readiness our 21st century world. Further, access to foreign/second language instruction and mastery is accessible to students who receive public education regardless of socio-economic status or most geographical locations. This includes students whose speak a native language other than English, but who have developed academic-level proficiency in English. We strongly urge Arizona to include foreign or second language high school course work, or demonstrated

proficiency in a foreign or second language, as an indicator of College and Career Readiness for its system for School Accountability achievement profiles.

Thank you for this opportunity to provide input as you consider these indicators for college- and career-readiness for Arizona students.

Sincerely,



Marjaneh Gilpatrick, EdD
AZTESOL President
Executive Director, Educational Outreach
College of Education, Grand Canyon University



Rosa Aronson, PhD, FASAE, CAE
Executive Director
TESOL International Association

Proposed Framework for AOI Schools

AOI representatives have been meeting both in conjunction with the Alternative Accountability Group and separately related to AOI specific topics. Traditionally, AOI programs have utilized the Alternative Accountability Model as the foundation for AOI accountability, with slight modifications:

- Arizona Online Instruction programs utilize a specific FAY definition for students who attend AOI programs of instruction. FAY students for these programs are defined as those who were continuously enrolled at any point in the fiscal year with at least 75% of the minutes required of a full-time student by A.R.S. §15-808.
- AOI FAY students cannot enroll in another institution simultaneously.
- For students enrolled at an online school with alternative school status for accountability purposes, the AOI FAY definition has applied.
- Non-alternative AOI programs have received an AOI specific grade (A-AOI, B-AOI, etc.).
- AOI schools and programs identified as alternative receive an alternative grade (A-ALT, B-Alt, etc.).

The AOI working group will continue to meet to seek refinements to these definitions, particularly related to methodology measuring achievement for students who are enrolled in both a traditional school environment and AOI program concurrently. How to attribute achievement for these students (and to which school) may not be well represented by the existing definition of FAY, which seems more applicable to students attending full-time AOI programs.

It is proposed that the historical framework for AOI schools be continued for the initial adoption of grades. The modified Alternative Accountability model will continue to serve as the foundation for grading AOI schools, with the understanding that continued dialogue may result in suggested modifications to the model for the current year or subsequent years.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding filling a Board staff vacancy in the position of Executive Director, including appointment of an interview committee, review of the position description and recommendation of a hiring timeline

Action/Discussion Item

Information Item

Background and Discussion

The Executive Director provided the State Board of Education with a notice of intent to transition out of the position effective November 3, 2017, which has been accepted by the President of the Board.

With the previous vacancy in 2015, the President of the Board appointed an interview committee of five members of the Board to review applications, conduct interviews and make a recommendation to the Board. The Board also reviewed the existing job description and approved revisions.

During the transition, a recommended timeline is set forth below:

August 4, 2017: Interview committee appointed and job description is updated

Week of August 7th: Executive Director Position posted

September 4th (Labor Day): First round of applications are closed and applications reviewed by ADOA

Week of September 11th: Interview committee reviews applications

Week of September 18th: Interview committee holds in-person interviews

September 25th: Finalists are presented to the State Board of Education for final selection

October 2017: Transition month for new Executive Director

Recommendation to the Board

It is recommended that the Board appoint an interview committee, approve the job description of the Executive Director for the State Board of Education and approve the hiring timeline.

Contact Information:

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

Executive Director Responsibilities, Knowledge and Skills (Adopted 9/15/2015)

The Executive Director of the State Board of Education and State Board for Vocational and Technological Education ("State Board of Education", "State Board" or "Board") directs, manages, administers and supervises the operations of the State Board of Education office, including staff, budget and designated programs and reports, subject to the supervision of the Board. The Executive Director is hired by and reports to the State Board of Education. The Executive Director engages State Board members and education stakeholders, including elected officials, state agencies, the Department of Education, the Arizona Board of Regents, the Early Childhood Development and Health Board, education organizations, and boards of education in other states regarding policy decisions effecting the K-12 education system. The Executive Director maintains activity in the National Association of State Boards of Education. The Executive Director executes Board directives and ensures State Board compliance with all state and federal laws and regulations. The Executive Director makes recommendations regarding Board actions, and provides background and historical information related to matters before the Board.

The Executive Director hires, terminates, evaluates, dismisses, disciplines, supervises and sets compensation for professional, clerical, technical, investigative, and administrative personnel necessary to carry on the work of the Board. The Executive Director interprets laws, rules and policies on behalf of the State Board of Education. The Executive Director speaks on behalf of the State Board of Education, clarifying the Board's position and intent of its actions. The Executive Director acts as the authorized agent of the State Board of Education in legal matters, including negotiation and execution of legal documents and filings, contracts and interagency service agreements; and represents the Board in legal matters, including testifying at legal proceedings and writing position and explanatory statements on behalf of the Board. The Executive Director represents the Board as the primary point of contact for the education community, governmental entities, media, local and national associations and organizations, and the public. The Executive Director develops policies, procedures, legislation, administrative rules, correspondence, informational materials, and documents related to actions and positions adopted by the Board. The Executive Director serves as the designated public lobbyist for the State Board of Education. The Executive Director manages the administrative operations of the Board office to ensure that the mission, goals and performance objectives are met effectively and efficiently. The Executive Director develops and manages the Board budget, and expends monies appropriated to the State Board of Education for the function of the Board.

The Executive Director is responsible for all functions and activities associated the successful operations of all ASBE meetings: Regular; Special; Retreats; and Informal gatherings. The Employee, with the current Board President will draft, finalize and publish the agendas for meetings, and manage presentations and the public input during meetings, ensuring compliance with Arizona Open Meeting Law. The Employee is also responsible for monitoring and managing the implementation of Board policies and reporting back to the Board as required or needed.

REQUIRED KNOWLEDGE AND SKILLS

The employee should have, or be able to develop, the following knowledge and skills:

- Thorough, comprehensive knowledge of Title 15 of the Arizona Revised Statutes, the Education Code, and of the K-12 education system.
- Knowledge of the workings of an appointed Board and an understanding of Arizona's educational structure, such as relationships between appointed Board members and an elected State Superintendent of Public Instruction, relationships between the State Board of Education and State Superintendent with local governing boards, school districts, charter school operators and school personnel.
- Thorough knowledge of Title 7 of the Arizona Administrative Code, State Board of Education administrative rules, and of Title 41 of the Arizona Revised Statutes, the Administrative Procedures Act.
- Complete understanding of the legal requirements of appointed officials and of conducting of meetings.
- Complete understanding of the state Open Meeting Law and of Robert's Rules of Order.
- Thorough knowledge and understanding of the legislative process and the budget process.
- Knowledge of the Department of Education policies and procedures.
- Knowledge of state rules related to personnel.
- Organizational skills as well as skills in interpreting laws, rules, regulations and policies.
- Outstanding oral communication skills and writing skills, used in correspondence, informational materials, legislation and legislative initiatives.
- Excellent interpersonal skills and skills in developing good working relationships with individuals from various educational entities, agencies and organizations.
- Effective program management skills and skills in interviewing, counseling and advising.
- Skills in budget development, agenda development and legislation development.
- Skills in effective budget management.
- Analytical skills and political sensitivity.

The position requires experience and training or related job experience as an executive director of a state board or state agency for a minimum of 5 years; or 3 years' experience combined with course work related to administration and/or management.