



Arizona State Board of Education

NOTICE OF PUBLIC MEETINGS

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Boards will hold a meeting, open to the public, on **Monday, September 28, 2015, at 9:00 AM at the Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, Arizona 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(1), (2), (3) and (4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation of employment matters, provisional staffing of the Board; for discussion or consideration of records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law; for discussion or consultation for legal advice from the Board's attorneys concerning any items on this agenda; and/or for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

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 22nd day of September, 2015.

Arizona State Board of Education

By: _____

A handwritten signature in black ink, appearing to read "Christine Thompson", written over a horizontal line.

Christine Thompson
Executive Director
(602) 542-5057

ARIZONA STATE BOARD OF EDUCATION
REGULAR MEETING AGENDA
Monday, September 28, 2015, 9:00 A.M.
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, Arizona 85007

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

1. EXECUTIVE SESSION. Pursuant to A.R.S. 38-431.03(A)(3) and (4), the Board may vote to convene in executive session, which will not be open to the public, regarding legal advice and direction to counsel about current litigation and legal disputes between the State Board of Education and Superintendent of Public Instruction, including pending or authorized litigation between the State Board of Education and the Superintendent of Public Instruction concerning Investigator virtual access to information necessary to do their jobs, the State Board website, issues in Superintendent v. State Board of Education (CV2015-00671/CV15-0597), and additional legal issues raised in Steve Tully's letter of September 17, 2015, including the dispute regarding the Executive Director's job description and the Board's authority over and the process for hiring Board staff.

2. CONSENT AGENDA

A. Consideration to approve the following contract abstracts:

1. National School Lunch Program Equipment Grant
2015 – 2nd Round.
2. Adult Education Services in Maricopa County for FY2016.

B. Consideration to reappoint members to the Professional Practices Advisory Committees.

C. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the application for certification for Joseph Vela.

D. Consideration to permanently revoke any and all teaching certificates held by James Giannopoulos, pursuant to A.R.S. § 15-550.

- E. Consideration to accept voluntary surrender of the teaching certificates held by the following:
 - 1. Kathleen Jardine
 - 2. David Pandone
 - 3. Jasmine Smith

- F. Presentation, discussion and consideration to approve qualification scores for the Move On When Ready (MOWR)/Excellence for all Cambridge International Examinations IGCSE English Literature and Mathematics (Extended), articulate the qualification scores for the Cambridge systems using the Cambridge letter grading system, and approve the refinements to the structure of the qualifications system within Cambridge for the Grand Canyon Diploma

- 3. CALL TO THE PUBLIC. This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

- 4. GENERAL SESSION
 - A. Presentation, discussion and possible consideration to approve the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds.

 - B. Presentation, discussion and possible action regarding amendments to the April 27, 2015, Board policy for the development of the Arizona Mathematics Standards and English Language Arts Standards

 - C. Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to rule R7-2-302 and repeal rule R7-2-302.10 regarding high school graduation requirements.

 - D. Presentation, discussion and possible consideration to close the rulemaking procedures and adopt proposed amendments to rules R7-2-615(L) Structured English Immersion (SEI) Endorsements.

- E. Presentation, discussion and possible action on the Department's recommended application, application procedures and selection criteria for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. § 15-217, including direction to the Department to take all steps necessary to implement the pilot program and report to the Board by August 1, 2016, regarding recommendations concerning the pilot program.
- F. Presentation, discussion and possible consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the application for certification for Jana Schrock.
- G. Presentation, discussion and possible consideration to accept the recommendation of the Professional Practices Advisory Committee to approve the settlement agreement for Jeff Williamson.
- H. Presentation, discussion and possible action to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certification for David Mielke.
- I. Presentation, discussion and possible action regarding the Request for Information (RFI) to determine the status and qualifications of current vendors for High School Equivalency (HSE) assessments.
- J. Presentation, discussion and possible consideration of the Department's procedures related to the issuance of authenticated copies of educator certificates.
- K. Presentation, discussion and possible action regarding the Alternative Teacher Development Program Grant, pursuant to A.R.S. §15-552 and appropriations to the Department for the program in Laws 2015, Chapter 8, Section 34.
- L. Presentation, discussion and possible action regarding local education agency (LEAs) declaration of curricular and instructional alignment.

M. Presentation, discussion and possible action regarding consideration to fill existing vacancies in the positions of administrative assistant to the investigative unit and executive assistant to the Board. Pursuant to A.R.S. 38-431.03(A)(1) and (3), the Board may vote to convene in executive Session, which will not be open to the public, for discussion or consideration of employment matters, provisional staffing of the Board and/or for discussion or consultation for legal advice with the Board's attorneys as it relates to this agenda item. The public body shall provide the officer, appointee or employee with written notice of the executive session as is appropriate but not less than twenty-four hours for the officer, appointee or employee to determine whether the discussion or consideration should occur at a public meeting.

5. BUSINESS REPORTS

- A. President's Report
- B. Superintendent's Report
- C. Board Member Reports
- D. Executive Director's Report

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

EXECUTIVE SUMMARY

Issue: Contract Abstracts

Action/Discussion Item

A.R.S. Title 15, Chapter 2, Article 1, permits the State Board to accept on behalf of the state various gifts or grants and authorizes the State Board to be the chief educational authority for administration and supervision of such expenditures.

**SUMMARY OF ATTACHED
 STATE BOARD CONTRACTS**

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1.	National School Lunch Programs	To provide funds to high need schools where 50% or more of the student population are eligible to receive free or reduced-priced meals.	Not to exceed \$571,874	USDA Agriculture Appropriation Act	Sept. 30, 2017	Mary Szafranski, Assoc. Supt. ADE
2.	Approved Adult Education Providers	To increase funding for approved existing Maricopa County providers to expand educational services to geographic area formerly served by Tempe Adult Education Program	Not to exceed \$417,820	Title II Workforce Innovation and Opportunity Act	June 30, 2016	Sheryl Hart, Deputy Assoc. Supt., ADE

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board authorize the Department of Education to enter into the contracts listed below and presented in the attachments.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the Arizona Department of Education and the United States Department of Agriculture to award the National School Lunch Program Equipment Grant 2015– 2 nd Round.

Action/Discussion Item

Contract Abstract

Background and Discussion

The Agriculture Appropriations Act of 2015 authorized grants to State agencies (SA) for providing equipment assistance to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP). Arizona has been selected to receive funding in the amount of \$571,874.

These funds will be available through a competitive grant process. Priority will be given to high need schools where 50% or more of the student population are eligible to receive free or reduced-price meals. Priority will also be given to schools that did not previously receive funds from either the 2010 USDA, 2009 ARRA Equipment Grant or FY 2014 NSLP Equipment Grant 2015.

These funds will make a significant impact in schools, allowing the purchase of equipment capital (>\$5,000) helpful to serve healthier meals, meet the new nutritional standards with emphasis on more fresh fruits and vegetables in school meals, improve food safety and expand accessibility to food services.

Contract Amount

Arizona has been selected to receive funding in the amount of \$571,874.

Source of Funds

Fiscal Year (FY) 2015 Agriculture Appropriations Act.

Responsible Unit at the Department of Education

Health and Nutrition Services
Cara Peczkowski, School Nutrition Programs Co-Director
Mary Szafranski, Associate Superintendent

Dates of Contract

May 11, 2015 thru September 30, 2017.

Contact Information:

Cara Peczkowski, School Nutrition Programs Co-Director
Mary Szafranski, Associate Superintendent

EXECUTIVE SUMMARY

Name of Contracting Party (ies)

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

NSLP Equipment Grant 2015 – 2nd Round Awardees and Amounts

Arizona Community Development Corporation	\$26,801.16
Ash Creek Elementary District	\$7,767.00
Baboquivari Unified School District #40	\$86,554.51
Bicentennial Union High School District	\$88,934.95
Eloy Elementary District	\$6,877.00
Flagstaff Unified District	\$31,832.13
Founding Fathers Academies, Inc.	\$9,970.25
Gadsden Elementary District	\$40,847.15
Griffin Foundation Inc. The	\$34,832.12
Heritage Elementary School	\$17,801.16
Legacy Education Group	\$14,845.00
Liberty Traditional Charter School	\$35,602.32
Painted Desert Demonstration Projects, Inc.	\$17,668.59
Sage Academy, Inc.	\$36,853.12
Sahuarita Unified District	\$31,073.08
Stanfield Elementary District	\$31,954.99
Tonto Basin Elementary District	\$51,642.00

Previous Contract History

None of the awarded schools have previously been awarded funds from the NSLP Equipment Grant.

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

The awarded school entities serve students in low socio-economic areas with a history of high participation in the National School Lunch Program.

Method of Determining Contract Amount(s)

The Arizona Department of Education has utilized an evaluation process and scoring rubric that complies with the requirements of the grant and has been approved by the United States Department of Agriculture.

Evaluation Plan

Schools are to follow their own procurement processes. Grant is issued through the Arizona Department of Education Grants Management System. Documents are

EXECUTIVE SUMMARY

reviewed prior to funds being released.

Recommendation to the Board

It is recommended that the Board approve the contract between the Arizona Department of Education Health and Nutrition Division and awardees listed for the NSLP Equipment Grant 2015 – 2nd Round for funds to purchase kitchen equipment as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and approved Adult Education Local Providers listed to award funding to Expand Adult Education Services in Maricopa County for FY2016.

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Adult Education Services conducted an application process to expand education services in Maricopa County. This competitive application process was open only to adult education providers in Maricopa County that are funded by ADE/AES and have a current contract to deliver adult education services. The purpose of the competitive application process was to increase funding for approved existing Maricopa County provider(s) to expand educational services to the geographic area formerly served by Tempe Adult Education Program.

A.R.S. 15-232, 15-234, and Federal P.L. 105-220 (Title II of the Workforce Innovation and Opportunity Act of 2014), and the Arizona State Plan for Adult Education authorizes the allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English Language Acquisition for Adults (ELAA) and Civics Engagement
3. ABE/ASE and ELAA Distance Learning (DL)

Adult education and literacy services provide academic instruction and education services below the postsecondary level that will increase an individual's ability to read, write, speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma, to transition successfully to post-secondary education and training, and to obtain employment.

Since 1998, Arizona Adult Education classes have:

1. Assisted adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assisted adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Assisted adults in the completion of a secondary school education;

Contact Information:

Sheryl Hart, Deputy Associate Superintendent, Adult Education
Leila Williams, Associate Superintendent, High Quality Assessments and Adult Education

EXECUTIVE SUMMARY

4. Assisted adults in acquiring the English language skills necessary for productive participation and civics engagement.

Name of Contracting Party(ies):

Proposed contract between the State Board of Education, acting for and on behalf of the Arizona Department of Education and the following party(ies):

Local Provider	Total Allocation not to exceed
Arizona Call A Teen Youth Resources	200,000
Gilbert Unified School District	78,600
Mesa Unified School District	72,220
Rio Salado Community College	67,000
Total	417,820

Contract Amount:

Not to exceed \$417,820

Source of Funds:

Function and PPC Codes: Index 53363 (ADULT300FAY14), Index 63363 (ADULT300FAY15), Index 61167 (ADULTST100)

Authorizing Legislation:

- A.R.S. 15-232 and 15-234
- Title II of the Workforce Innovation and Opportunity Act (WIOA)
- The Arizona State Plan for Adult Education.

Responsible Unit at Department of Education:

Adult Education Services
Deputy Associate Superintendent: Sheryl Hart
Program Contact: Jerald Goode

Dates of Contract:

October 1, 2015 to June 30, 2016.

Previous Contract History:

The Board has approved local grant awards for adult education services since 1965.

EXECUTIVE SUMMARY

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

700 students
40 teachers

Method of Determining Contract Amount(s):

Local programs submit a grant application that includes a proposal for services and a one-year budget. Proposed services and budgets are reviewed and negotiated by ADE. Factors considered are: (1) need based on number of adults in the county, (a) without a high school diploma, and (b) who lack basic English literacy skills; (2) designated populations served; (3) geographic distribution of dollars throughout the state; (4) available funding; (5) applicant's performance and funding history; and (6) applicant's history of compliance with contractual provisions.

Evaluation Plan:

Local providers conduct a self-assessment of their program operations and receive comprehensive technical assistance in areas of need. Program performance data for all local providers is evaluated annually, and performance funding awards are based on the attainment of educational gains, high school equivalency diplomas obtained, and student advancement to postsecondary education and/or employment. At least one-third of local providers receive in-depth onsite monitoring based on an agency-developed risk assessment tool each year. Local Adult Education providers that do not meet state performance goals are placed on a Corrective Action Plan (CAP). Providers not improving risk losing funding.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and approved Adult Education Local Providers listed to award funding to Expand Adult Education Services in Maricopa County for FY2016.

EXECUTIVE SUMMARY

Issue: Consideration to reappoint members of 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 a Professional Practices Advisory Committee (PPAC), which advise 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.

Each PPAC consists of seven members that serve staggered 4-year terms, which end in July. The seven members – 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).

Within the two PPACs, there are currently 3 expiring terms and two additional vacant positions. It is recommended that two members seeking reappointment be approved by the Board. Staff is actively recruiting to fill the additional vacancies, which must be filled by an elementary classroom teacher, a superintendent or assistant/associate superintendent, and a lay member.

Jonathan Parker has submitted an application for consideration of reappointment to the Secondary Teacher position on the PPAC. Mr. Parker was initially appointed on May 23, 2011. Since 1997, he has been employed as a secondary education teacher in the Glendale Union High School District, and has served as the mentor teacher on assignment at Thunderbird High School. He holds a Master of Arts degree in American Government from American University. In 2013, he was named as one of the Arizona Educational Foundation's Ambassadors for Excellence and was one of four finalists for Arizona Teacher of the Year. Mr. Parker has held a number of positions associated with Glendale Union High School District, including vice president of the Glendale Union Education Association; delegate to the National Education Association; Social Studies Department chair; and member of the District Advisory Committee.

Paula M. Wilk has submitted an application for consideration of reappointment as a Lay Member on the PPAC. Ms. Wilk was initially appointed to the committee on March 22, 2010. Ms. Wilk has been a licensed attorney in Arizona since 1982. As the Chief Civil Deputy to the Cochise County Attorney, she provided legal advice and representation to the County Board of Supervisors, Cochise College, and to approximately twenty local school and fire districts. As a Deputy County Attorney (Civil Department) at the Pima County Attorney's Office, Tucson, Arizona, Ms. Wilk provided legal advice to the

Contact Information: Charles Easaw, Chief Investigator

EXECUTIVE SUMMARY

Community Services Department and to the Elections Department. Ms. Wilk has volunteered as a Pima College Adult Education Citizenship Preparation teacher and for the United Way as a Low Income Tax Assistance tax preparer.

Below is a listing of the current membership of each PPAC, with the recommended reappointments noted.

PPAC #1

Name of Proposed Member	Membership Category	Proposed Term Expiration
Vacant	Elementary Classroom Teacher	7/31/16
<i>Jonathan Parker</i>	<i>Secondary Classroom Teacher</i>	<i>Extend Term to 7/31/19</i>
Michelle Berg	Principal	7/31/18
Denise Birdwell	Superintendent	7/31/17
Randy Schiller	Governing Board Member	7/31/17
<i>Paula Wilk</i>	<i>Lay Member</i>	<i>Extend Term to 7/31/19</i>
Ezekiel (Zeke) Zesiger	Lay Member	7/31/16

PPAC #2

Name of Proposed Member	Membership Category	Proposed Term Expiration
Beth Maloney	Elementary Classroom Teacher	7/31/17
Jay Cryder	Secondary Classroom Teacher	7/31/18
Claudio Coria	Principal	7/31/16
Vacant	Superintendent	7/31/19
Bonnie Sneed	Governing Board Member	7/31/16
Vacant	Lay Member	7/31/17
Chad Sampson	Lay Member	7/31/18

Recommendation to the State Board

It is recommended that the Board reappoint Jonathan Parker and Paula Wilk to the PPAC as listed in the material.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Joseph A. Vela, Case no. C-2015-078R

Action/Discussion Item

Information Item

Background and Discussion

Joseph A. Vela submitted an application for certification on May 8, 2015. On the application, he disclosed that on December 14, 2014, he received a “public reproof” from the California Commission on Teacher Credentialing (“California Commission”).

In his disclosure statement, Mr. Vela revealed that following the request of the mother of a 17-year-old student, with whom he had had a multi-year relationship previously acceptable to the mother, the he was requested by the mother not to have further contact with her son. Banning Unified School District also notified Mr. Vela, via letter, not to have any further contact with the student. After these requests, Mr. Vela wrote two letters to the student who, at the time, was in a juvenile detention facility.

The California Commission found probable cause to issue the public reproof, but at the same time, granted Mr. Vela’s application for renewal of his teaching license.

Rule Violation

Arizona Administrative Code R7-2-1308 (B), Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

(15) Engage in conduct which would discredit the teaching profession.

**Review and Recommendation of State Board Committee
Recommendation to the Board**

On August 18, 2018, the Professional Practices Advisory Committee conducted a review of Mr. Vela’s application for certification. It found that Mr. Vela received the public reproof from the California Commission based upon the conduct described above. It also found that the contents of the two letters written to the student were intended and directed to encourage the student to successfully complete the time in the detention facility and to move positively forward in his life.

The PPAC, by a vote of 5 to 0, recommended that the Board approve Mr. Vela’s application for certification.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

It is recommended that the Board adopt the recommendation of the Professional Practices Advisory Committee and approve Joseph A. Vela's application for certification.

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for James William Giannopoulos, Case no. C-2014-019.

Action/Discussion Item

Information Item

Background and Discussion

James William Giannopoulos holds a Standard Elementary Education, 1-8 certificate valid from June 15, 2011, through August 18, 2017.

On March 2, 2015, in Maricopa County Superior Court, James William Giannopoulos pled guilty to two counts of Luring a Minor for Sexual Exploitation and one count of Attempted Molestation of a Child.

On June 3, 2015, in Maricopa County Superior Court, James William Giannopoulos was sentenced a term of ten years in the Arizona Department of Corrections, lifetime probation, and is required to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

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

Contact Information:

EXECUTIVE SUMMARY

Issue:

Jardine, Kathleen A., Case no. C-2015-116, Consideration of Surrender of Certification

Action/Discussion Item

Information Item

Background and Discussion

Kathleen A. Jardine holds a Provisional Structured English Immersion certificate and a Provisional Secondary Education certificate, both of which expire on February 28, 2016.

Florence Unified School District (“District”) notified the Investigative Unit for the State Board of Education (“Board”) of allegations that on August 23, 2014, Kathleen A. Jardine was under the influence of alcohol while in the classroom at Poston Butte High School. In addition, a bottle of vodka and a small bottle of white wine were found in her purse.

The District also reported that Ms. Jardine marked “no” to the following question on her employment application with the District: Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?” Ms. Jardine answered this question falsely.

After being hired, the District discovered that in September, 2011, Ms. Jardine was discharged from her position as a certified teacher in the Belen School District (New Mexico). The reason given for that dismissal is that Ms. Jardine was under the influence of alcohol while on duty as a teacher.

Ms. Jardine was advised of the intent of the Board to file a complaint against her teaching certificates. In lieu of a formal complaint hearing, Ms. Jardine has chosen to voluntarily surrender her certification.

Rule Violations:

Arizona Administrative Code R7-2-1308 (B)

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

(6) Falsify or misrepresent documents, records, or facts related to professional qualifications or education history or character.

(9) Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of certification by Kathleen A. Jardine, and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of David A. Pandone, C-2013-027

Action/Discussion Item

Information Item

Background and Discussion

David A. Pandone holds a Standard Career & Technical Education Business & Marketing certificate and a Standard Career & Technical Education Industrial Emerging Technology certificate. Both certificates expire on June 22, 2018.

Mr. Pandone was a teacher at Pinnacle High School in the Paradise Valley Unified School District ("District") from August 2002 through March 2013. On or about January 29, 2013, three parents notified the District regarding allegations that Mr. Pandone sent letters to students containing inappropriate content. Phoenix Police Department was notified and twenty five letters were found on his school issued computer. While inappropriate in nature, the messages were not illegal. No criminal charges were filed.

Mr. Pandone subsequently resigned and his resignation was approved by the governing board on March 7, 2013.

During the State Board of Education ("Board") investigation, Mr. Pandone was informed that a complaint would be filed against his teaching credentials.

Mr. Pandone chose to voluntarily surrender his certificates. On July 20, 2015, the Board received Mr. Pandone's notarized affidavit in which he surrendered his certificates.

State Board Rule violations:

R7-2-1308. (B) Unprofessional and Immoral Conduct: Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- (11) Make any sexual advance towards a pupil or child, either verbal, written, or physical.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of David A. Pandone's teaching certificates and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Jasmine Smith, Case No., C-2015-001.

Action/Discussion Item

Information Item

Background and Discussion

Jasmine Smith holds a Provisional Secondary Education 7-12 certificate which expires on July 27, 2016.

From August 1, 2013 through January 7, 2015, Ms. Smith was a teacher at Safford High School (“SHS”) in the Safford Unified School District (“District”).

On December 24, 2014, SHS administrators were notified of an inappropriate relationship between Ms. Smith and a former male student. Facebook posts of them together, stating they are “in a relationship” were given to SHS administrators.

On January 7, 2015, Ms. Smith submitted her resignation to the District and it was approved by the District Governing Board on January 8, 2015.

On January 8, 2015, Ms. Smith admitted, during an interview with Safford Police Department, that she hugged and kissed the student prior to his withdrawal from “SHS”.

On April 14, 2015, after unsuccessful attempts to contact Ms. Smith, the State Board of Education Investigative Unit filed a complaint against her certificate.

On July 29, 2015, Ms. Smith voluntarily surrendered her certificate.

Recommendation to the Board

It is recommended that the Board accept the **voluntary surrender** of Jasmine Smith’s teaching certificate and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Move On When Ready – Grand Canyon Diploma Technical Amendments

Action/Discussion Item

Information Item

Background and Discussion

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

On January 24, 2011, the State Board of Education approved several providers of Board Examination Systems for use in Arizona, including both lower and upper division course offerings from Cambridge International Examinations and ACT QualityCore, and upper division course offerings from College Board Advanced Placement and International Baccalaureate.

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement, the National Center on Education and the Economy (NCEE) Technical Advisory Committee met this spring, as planned, to re-examine the college-ready qualification scores for the Cambridge IGCSE English and mathematics exam utilizing additional comparative data now available, and to consider a revision to the structure of the qualifications system. The Center for the Future of Arizona is seeking approval of the recommendations made by the Technical Advisory Committee.

Attached is the NCEE white paper, which explains the process and recommendations of the Technical Advisory Committee in more detail.

Recommendation to the Board

It is recommended that the Board approve the use of the Cambridge letter grading system for stating exam results and college-ready qualification scores, approve the college-ready qualification scores for the Cambridge International Examinations IGCSE English Literature and Mathematics Extended exams, and approve the refinements to the structure of the Grand Canyon Diploma for the Cambridge instructional system.

Contact Information:

Dr. Amanda Burke, Director, Education, Center for the Future of Arizona

**Move On When Ready:
Presentation to the
Arizona State Board of Education**

September 28, 2015

CENTER FOR THE
FUTURE OF ARIZONA



The Arizona We Want • The Education We Need

Move On When Ready is a
performance-based high
school education model
designed to prepare all students
for college and career success
through **personalized learning.**

Move On When Ready: A Rigorous, Performance-Based Experience

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

Move On When Ready: Empirical Research Base

The Grand Canyon Diploma college-ready performance standard is based on empirical data that speaks directly to the probability of success in entry level credit-bearing college courses. Data sources include:

- ACT Validation Data
- Cambridge International PSAT/PLAN Study
- Community College Study
- Longitudinal Move On When Ready Student Database

Move On When Ready: Past State Board of Education Action

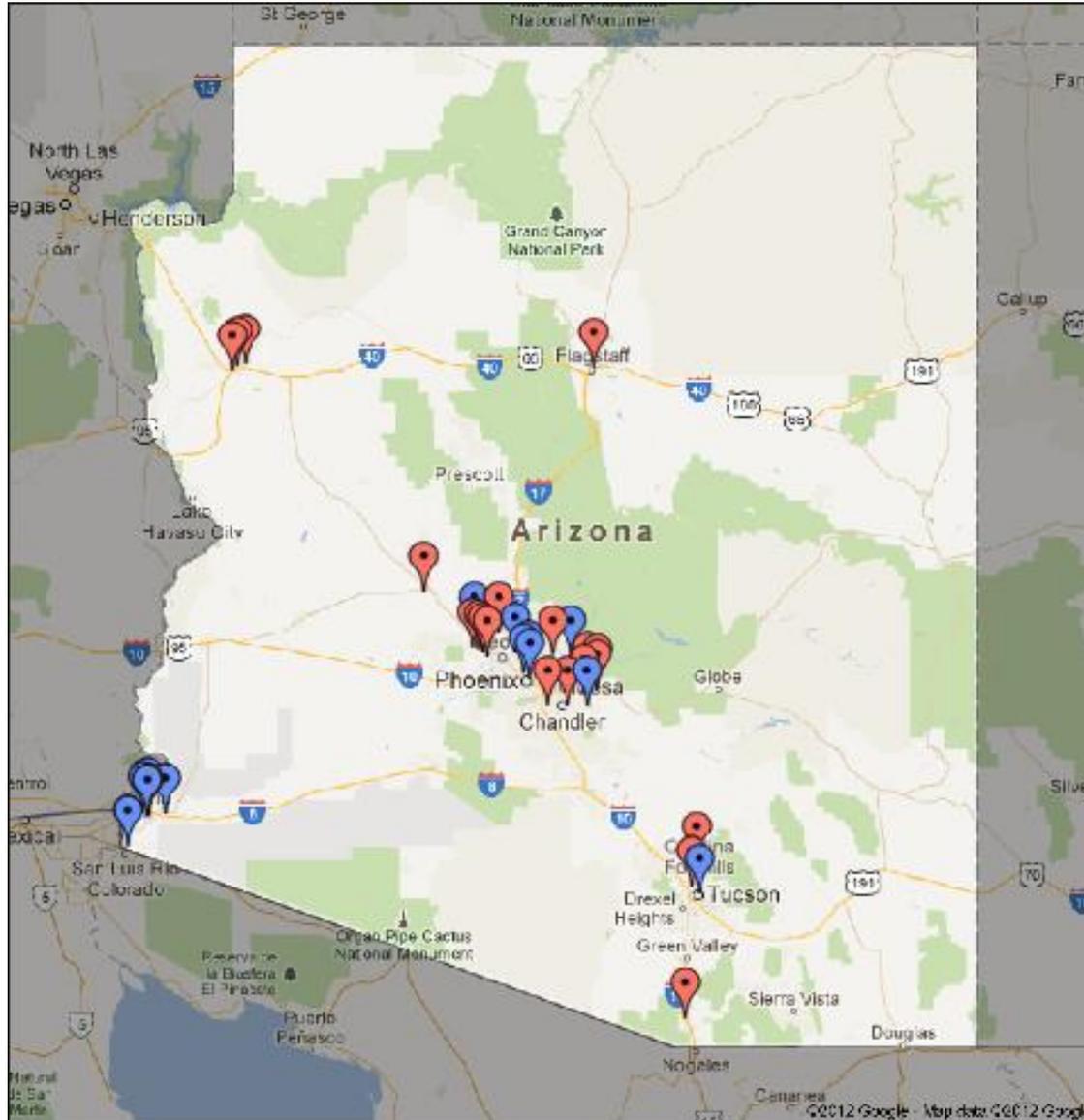
- 2010 - Selected the Center for the Future of Arizona to manage and oversee the Move On When Ready initiative.
- 2011 - Established the rules for the Grand Canyon High School Diploma.
- 2011 – Approved the aligned instructional systems available to schools for Move On When Ready (Cambridge, ACT Quality Core, Advanced Placement, International Baccalaureate).
- 2011, 2012 & 2013 - Approved the college-ready qualification scores for all Move On When Ready subject area exams required for the Grand Canyon High School Diploma.
- 2014 - Created a “standard diploma” option for students in the Move On When Ready program.
- 2014 & 2105 – Approved technical amendments to the college and career qualification scores for specific subject area exams as needed.

Update on Move On When Ready

Arizona – A National Leader in Performance-Based Education



Move On When Ready School Footprint



19,300

Number of students impacted by the Move On When Ready aligned instructional systems since Fall 2011

22,105

Number of rigorous, performance-based Move On When Ready assessments across all subject areas taken by students since Spring 2012

425

Number of students who have taken all the subject area exams required for the Grand Canyon High School Diploma

50

Number of students who have earned the Grand Canyon High School Diploma; an additional 20-40 students expected to qualify following analysis of Spring 2015 exam results

130

Teacher professional development events impacting more than 550 teachers

Proposed Technical Amendments to the Grand Canyon Diploma

1. Use the Cambridge letter grading system when stating exam results and the college-ready qualification scores.
1. Approve the college-ready qualification scores for the Cambridge English Literature and Mathematics Extended exams.
2. Refine the structure of the Grand Canyon Diploma (for Cambridge).

Recommendation: Use the Cambridge letter grading system when stating exam results and the college-ready qualification scores.

- The Cambridge letter grading system is an A*- G grading scale
- The grading scale is different than the U.S. letter grading scale; a “C” in Cambridge reflects readiness entry level college courses or advanced level high school courses that offer college credit and a “G” is considered passing

Recommendation: Approve the college-ready qualification scores for the Cambridge English Literature and Mathematics Extended exams.

- Cambridge IGCSE English Literature – Set the qualification score at a Grade C level
- Cambridge IGCSE Mathematics Extended – Set the qualification score at a Grade C level

Recommendation: Proposed Amendments to the Grand Canyon Diploma Requirements

Current structure:

- Take and reach the college-ready qualification scores on 7 Cambridge exams in these subject areas: English, Math, History, Science
- Successfully complete a fine arts or CTE course and an economics course

Proposed structure:

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

* Reaching the qualification score on Coordinated Science would count as both the science exam and the “plus one” exam

- Significant progress has been made by schools, teachers, and students in implementation of Move On When Ready since the program first began in 2011.
- Proposed technical amendments to the Grand Canyon Diploma reflect the optimal student pathway for demonstrating college readiness.
- CFA held meetings with Move On When Ready school leaders to discuss the proposed technical amendments. Feedback was overwhelmingly positive.

Thank You

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Reference Slides

The Grand Canyon High School Diploma – As Defined in Arizona State Statute

"Grand Canyon diploma" means a high school diploma that is offered to any student **who demonstrates readiness for college level mathematics and English** according to standards prescribed by an interstate compact on board examination systems, **who has passing grades on an additional set of required approved board examinations in core academic courses as determined by the state board of education**, including the arts, history and science, and who successfully completes a course in economics. *A.R.S. § 15-792.01*

"Readiness for college level mathematics and English" means that a student has the English and mathematics skills and knowledge needed to succeed in college level courses that count toward a degree or certificate **without taking remedial or developmental coursework**. *A.R.S. § 15-792.01*

Pupils who earn a Grand Canyon Diploma are entitled to **all the rights and privileges of a person who graduates with a high school diploma** issued pursuant to this section, **including access to postsecondary scholarships and other forms of student financial aid and access to all forms of postsecondary education**. *A.R.S. § 15-701.01(L)*

College-Ready Qualification Scores Restated as Cambridge Letter Grades

Cambridge IGCSE Exam	College-Ready Qualification Score
IGCSE English First Language	B
IGCSE English Literature	C
IGCSE Mathematics (Extended)	
IGCSE Biology	
IGCSE Chemistry	
IGCSE Physics	
IGCSE Coordinated Sciences	
IGCSE American History	
IGCSE World History	
Fine Art or CTE	Successful Completion of a Local Course OR “G” on IGCSE Art & Design, IGCSE Drama, or IGCSE MUSIC
Economics (Semester or ½ credit)	Successful Completion of a Local Course

Current Diploma Requirements

- *Meet college-ready qualification scores in 7 subject area exams*
- *Fine arts or CTE (1 credit)*
- *Earn ½ credit in economics*

Proposed Amendments to the Diploma Requirements

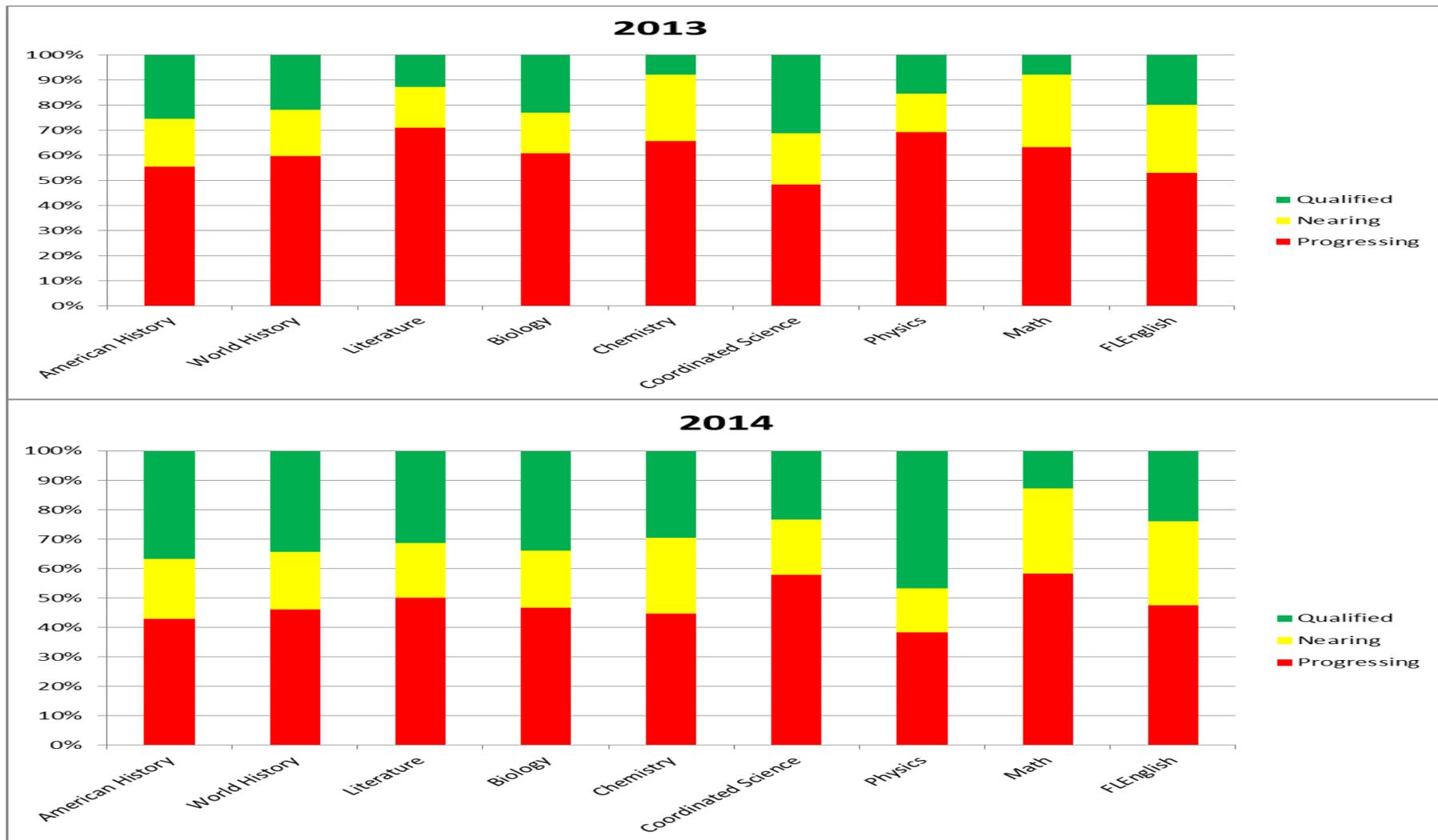
- *Meet college-ready qualification scores in 5 subject area exams*
- *Fine arts or CTE (1 credit)*
- *Earn ½ credit in economics*

A student qualifies for a Grand Canyon High School Diploma by meeting the following requirements within an approved aligned instructional system:

- *Two credits of English*
- *Two credits of mathematics*
- *Two credits of science, including lab-based science, engineering or information technologies*
- *One credit of American History*
- *One credit of World History*
- *One credit for fine arts or career and technical education (CTE)*
- *One-half credit of economics*

The credits are performance-based. Students must reach the college-ready qualification scores on exams in each subject area in order to earn a credit for the purpose of qualifying for the Grand Canyon High School Diploma.

Snapshot: MOWR Exam Trends



Excellence for All: World Class Instructional Systems for Our Schools

Amending the College-Ready Qualification Scores for English and Mathematics and Proposed Technical Amendments to the Grand Canyon Diploma Requirements

Over the past four years dozens of Arizona high schools have embraced the pathways laid out by the *Move On When Ready* legislation to provide their students with a path to a Grand Canyon Diploma and the prospect of leaving high school genuinely ready for success in college and life. During the initial school year of this initiative (2011-2012) the National Center on Education and the Economy's (NCEE) Technical Advisory Committee (TAC) designed and then executed a plan to establish college-ready qualification scores on the English and mathematics end-of-course examinations offered by the University of Cambridge's International General Certificate of Secondary Education (IGCSE) program, one of the key *Move on When Ready* pathways. The Arizona State Board of Education adopted the TAC findings in 2012, understanding from the outset that the TAC would periodically review the available evidence to determine if any refinements in these qualification scores might be warranted. Now with the benefit of time and the gathering of new evidence that was previously not available, the TAC has revisited their earlier decisions and revised some of their initial IGCSE college ready performance levels. NCEE also has learned a good deal as it has worked closely with the Center for the Future of Arizona and numerous Arizona schools, and is proposing some revisions to the IGCSE qualification requirements for a Grand Canyon Diploma to strengthen their validity. A discussion of both of these developments follows below.

The University of Cambridge's International General Certificate of Secondary Education (IGCSE) Program

IGCSE offers an aligned instructional system that joins rigorous syllabi and curricula with customized professional development, instructional materials and a suite of professionally developed examinations. It's a coherent system and as such represents a sharp departure from business as usual in U.S. schools where such connections are the exception not the rule. A core idea here is to ensure that when students leave high school they have accomplished more than creating a transcript with a fixed number of course credits. Rather, they will have met performance criteria that provide assurances that they are, in fact, ready to take credit bearing courses without remediation and succeed in college.

NCEE's *Excellence for All* initiative is designed to join world class aligned instructional systems with qualifications systems and pilot them in U.S. high schools. It requires students to demonstrate proficiency not just in English language arts and mathematics, but in the sciences, history and the arts as well. In Arizona, students must achieve college-ready qualification scores on the IGCSE exams in all of the core disciplines to earn a Grand Canyon Diploma, which they can do as early as the end of their sophomore year. Each state participating in *Excellence for All* is free to set the qualification scores for the science, history and arts courses where it wishes, but the program has been designed so that all students, across the states, must meet a common standard in English language arts and mathematics. This is because both students and

participating open-admissions postsecondary institutions have been promised that students who have demonstrated proficiency on these examinations have the mathematical and English literacy needed to succeed in the initial credit-bearing courses in these institutions. Thus, the setting of these qualification scores has been based on empirical data that speak directly to the probability of success on these examinations.

NCEE recruited some of the world's leading experts in education measurement, cognitive science, language and mathematics to the TAC responsible for setting these qualification scores. Howard Everson of City University of New York and James Pellegrino of the University of Illinois at Chicago co-chair the committee.¹

The Cambridge IGCSE program was selected to serve as a core instructional system for high school on the basis of an open competition conducted in 2010-11 by the Kentucky Department of Education that volunteered for this task on behalf of Arizona and eight other states that shared a common vision for dramatically improving American education. The competition was organized around criteria designed to capture the qualities exhibited by the world's leading instructional systems, was structured not to select a single system but rather all that met the criteria, and the choice of the IGCSE was vetted by a panel composed of representatives from the ten states, including Arizona. The competition also qualified three advanced programs for high school juniors and seniors: The College Board's Advanced Placement International Diploma program, the International Baccalaureate Diploma program, and the University of Cambridge's A-level program, each of which is designed to prepare students for success at selective colleges and universities.

The qualification scores for the IGCSE exams are not only intended to signal that students are ready for community college but for these advanced high school programs as well.

College-Ready Qualification Scores for English and Mathematics

When the TAC first conducted this work in 2012 no data were available on U.S. high school student performance on the IGCSE exams then being used in Arizona for the first time, to say nothing of data on IGCSE graduates' performance in college. As a result, proxy measures that could link student performance on the IGCSE exams with college grades or other predictors of college success, such as the ACT and SAT exams, were collected. Given these circumstances the TAC declared its initial findings as "provisional" and pledged to periodically revisit its decisions as the *Move on When Ready* initiative matured, as schools, teachers and students became accustomed to more demanding syllabi and more authentic assessments, and as data on U.S. student performance on the IGCSE exams in Arizona and elsewhere became available for the first time. So over the past school year the TAC made good on this pledge. It did so without any preconceived notions that any changes in the qualification scores were necessary, but open to this possibility if the evidence pointed in this direction.

¹ The other members of the TAC are: Lloyd Bond, Carnegie Foundation for the Advancement of Teaching; Philip Daro, Pearson; Richard Durán, University of California, Santa Barbara; Edward Haertel, Stanford University; Joan Herman, UCLA; Robert Linn, University of Colorado; Catherine Snow, Harvard University; and Dylan Wiliam, University College London.

With this as background, in reconsidering the qualification scores the TAC turned to two principal sources for evidence as it sought to confirm or depart from its initial decisions. They were as follows:

- *Cambridge International PSAT/PLAN Study* - a sample (over 1,000) of international students who were recruited to sit for the College Board's PSAT or ACT's PLAN, preliminary college admissions examinations. Roughly half were just starting their junior year and half were just completing their sophomore year. Similarly, half took the PSAT and half sat for the PLAN. Almost all had completed the three IGCSE exams of interest (First Language English, English Literature and Mathematics).
- Longitudinal Student Database – As part of the *Move on When Ready/Excellence for All* initiative participating high schools commit to sharing student transcript data and IGCSE results with an independent evaluation research team at the University of Michigan, and the participating states do the same with respect to demographic data and annual state exam results. To make this database even more robust, college admissions exam results were collected from both ACT and the College Board, and selective practice administrations of these same exams in IGCSE schools were organized by NCEE. All of these data were joined with the student records assembled by the University of Michigan.

The TAC then analyzed these data sets and combined those analyses with other relevant analyses to reach decisions on the qualification scores for three of the Cambridge IGCSE exams that signify which students qualify for the Grand Canyon Diploma.

The TAC's view of college-success for the purposes of this work was defined as it had been previously, as a performance level indicating that a student has a 67% chance of earning a first semester GPA of B- (2.75) or better in a community college. This criterion was influenced by both the College Board and ACT definitions for their college readiness benchmarks. The College Board benchmark, for example, is set where students have a 65% chance of earning a first year GPA ≥ 2.75 ; the ACT benchmark is set where students have a 50% chance of earning a GPA of B or better and a 75% chance of earning a GPA of C or better. The decisions the TAC made and the basis for each now follow.

Cambridge IGCSE First Language English

This and other IGCSE exams produce two scores for students: (i) a letter grade that ranges from a high of A* to a low of G; and (ii) a percentage uniform mark (PUM) that ranges from 20-99 (where each letter grade is divided into 10 PUM levels, for example A* ranges from 90-99 PUMs, A ranges from 80-89 PUMs, B ranges from 70-79 PUMs, etc. all the way down to G, which ranges from 20-29 PUMs). It is also quite important to note that Cambridge letter grades do not carry the same meanings we commonly associate with letter grades in American high schools. The best example of this may be a C, a grade viewed by most as quite marginal in American high schools, and that represents even less at the community college level. But a C in the IGCSE grading system is viewed as quite a good grade, to the point that students earning C's

are seen in England as ready for their “further education colleges” or for entry into upper secondary school A-level courses.

With two data sets to rely on to set the qualification score for the First Language English exam, the TAC found itself with different signals from each data set. This year’s larger international cohort of students performed much as the prior international students performed and the introduction of a second measure of college readiness (PLAN and PSAT rather than just the PSAT) didn’t change the relationship between IGCSE scores and college admissions indicators in any material way. In short, these findings confirmed that the decision reached in 2012 is only on firmer footing today than it was then.

In contrast, the performance on the PSAT and PLAN exams by U.S. students who had taken the IGCSE First Language English exam suggested that a lower qualification score might be more appropriate, largely because the U.S. students’ average performance on the IGCSE exams was well below that of the international students. In weighing all the sets of evidence in hand the TAC found that several other factors deserved consideration. First, there is the possibility that the international student performance on the U.S. college entrance exams was depressed because they are not familiar with exams like the PSAT and the PLAN that rely heavily on selected response tasks. Second, there is the prospect that U.S. students’ performance on the IGCSE exams is also depressed because these are very different exams than the selected response exams U.S. students are used to taking, with their emphasis on the application of knowledge to unfamiliar problems and the generation of constructed responses.

In 2012, the TAC set the qualification score at 70 PUMs, which was recognized as a demanding threshold, in part because they wanted to guard against false positives (i.e., the prospect that some percentage of students declared to be college ready were in fact not). And they did so to lean against the problem of our time-based high school diplomas that do just that – declare a significant share of high school graduates as college ready who are not, and who then have to take remedial courses when arriving at college, a circumstance that markedly lowers their prospects of earning a college degree.

Given these circumstances, the TAC thought it best to leave the qualification score as is, but to restate it as an IGCSE grade of **B**. This shift to letter grades is more in keeping with Cambridge’s interest in having consequential high stakes exam results represented by letter grades, which they view as more reliable indicators of student performance.

Cambridge IGCSE English Literature

In 2012 the only English Literature evidence the TAC had at its disposal was the performance of the international students on IGCSE English Literature and their results on the PSAT. In considering where to set the English Literature qualification score, the TAC was sensitive to the fact that this exam represented a second literacy hurdle for students. The TAC did not want to impose an artificially high qualification score, believing that the First Language English curriculum carried more weight in preparing students for college than did the English Literature curriculum. Thus, the TAC decided, all other things being equal, to set the initial qualification

score at 65 PUMs, the midpoint between the grade C threshold of 60 and the grade B threshold of 70.

With this year’s international student findings being similar to the 2012 findings, the TAC, once again, was faced with a similar set of choices, but with an interest in establishing a grade level qualification score for the reasons noted above. This meant the plausible options were B or C. C was chosen for several reasons. First, it avoided setting yet another high literacy threshold and thus established a safeguard against “false negatives” (asserting a student is not college ready when he or she is). It also served to balance the TAC’s concern about “false positives” that influenced the qualifying score they set for First Language English. Second, with all of the examinations in science and history having qualification scores set at a C, the TAC did not think it defensible that the qualifying score ought to be higher for a course focused on literary analysis. Third, if an artificially high threshold was set for English Literature it might lead some students to shy away from this course or cause them to make only the most marginal effort to earn a minimum grade, which would not serve them well in the long term.²

Cambridge IGCSE Mathematics

This exam is designed for a two-year course that is aligned with the Arizona College and Career Ready Standards in Mathematics. In 2012 the TAC set the qualification score for this exam at 65 PUMs based on its analysis of the international IGCSE students’ performance on the PSAT. Upon revisiting this decision the TAC was confronted with two issues: (1) the fact that this course offers two different exam forms, Core and Extended that are associated with two different curricula; and (2) the preference for employing letter grades rather than PUMs for consequential decisions. The threshold question the TAC had to address was whether students could demonstrate college readiness on either the Core or the Extended versions of the exam. As part of a separate alignment study performed under the auspices of the TAC, NCEE determined that the Extended Mathematics course and exam were aligned to standards quite similar to the Arizona College and Career Ready Standards. NCEE also reasoned that the more demanding curriculum associated with the Extended Mathematics exam requires students to engage in more advanced mathematics that will better prepare them for college and life. For these reasons, the TAC decided that only scores on the Extended exam should be admissible to qualify students for the Grand Canyon Diploma.

The new international study findings closely replicated the 2012 findings (but with a larger sample size and two outcome measures rather than one). Therefore, once again, the interest in moving from a PUM qualification score to a letter grade quickly posed a choice of a B or a C as the qualification score. While there were findings from the analysis of U.S students’ performance that could support either option, NCEE’s recent study of the mathematics that are demanded in the nation’s community colleges, including an Arizona community college, shows them to be much more modest than is commonly believed to be the case. In lay terms this study found that not much more mathematics than a high school Algebra I course is required. With this reality influencing the TAC’s perspective, they decided to set the IGCSE Mathematics qualification score as a C on the Extended version of the exam.

² This new notion of a minimum performance level is explained in section that follows on Amending the Qualification System Structure for a Grand Canyon Diploma.

Amending the Qualification System Structure for a Grand Canyon Diploma

From the outset the *Move on When Ready* path to a Grand Canyon diploma required students to earn college ready qualification scores in the equivalent of two examinations in each of the four core disciplines plus a passing score in additional exams such as fine arts, career and technical education and economics. The underlying idea was that an education for college, career, citizenship and life required more than competence in language and numeracy, but rather a broad foundation in the liberal arts and sciences. But as we have gained experience working within this framework, we recognized that there is room to improve and simplify this approach.

The IGCSE science and history exams, for example, require students to demonstrate proficiency with a common set of skills applied to a particular content area. Think of designing experiments as an example of the former and weighing conflicting evidence from original sources as one for the latter. Demonstrating those skills applied to World History rather than American History or Biology rather than Chemistry is largely immaterial. What is paramount is that students gain proficiency with those skills, which they can then apply to any content area within the discipline in question. This means that the current set of two criteria for history and science wind up applying the same criterion twice. However, if the qualification system structure moved to a single demanding criterion for each of these disciplines rather than two, NCEE, CFA and the schools could concentrate on creating pathways to building students' skill base within each content area that were not dependent on students repeating courses over and over again. As a result, rather than bogging students down in a course like biology year after year and destroying their confidence with little growth in transferable skills to show for the effort, students could continue to build their disciplinary knowledge base while concurrently gaining competence in the essential disciplinary skills that will have lasting value and serve as a foundation for independent learning. Also, adopting a single criterion in these subject areas allows schools to delay the beginning of high school level science or history courses until 10th grade for students who arrive in high school multiple grade levels behind in reading comprehension and mathematics and thus provides students the time and space to take double doses of math and/or English in 9th grade to accelerate their journey to college readiness and better prepare them for the rigors of these science and history courses. It might also mean that some students could take an elective in 9th or 10th grade that might be the difference between a student dropping out or sticking with it.

With these issues in mind, NCEE and CFA are recommending a technical amendment to the qualifications system structure, which would make earning a Grand Canyon Diploma contingent upon reaching the college-ready qualification requirements (a B for First Language English and a C for all other exams) in the following distribution of examinations:

- First Language English
- Mathematics
- History (World **or** American History)
- Biology, Chemistry, Physics **or** Coordinated Science
- One additional exam (a “plus one”) from English Literature, the sciences or history (an exam not counted in the four clusters above); and

at least a grade of “G” or better in the remaining required exams (i.e., English Literature, the other history course, a second science exam and an arts exam).

Effectively, there is no reduction in the number of required exams. Students must still sit and “pass” (as Cambridge defines that term, with a “G” or better) exams in First Language English, English Literature, Mathematics, History (world), American History, two of Biology, Chemistry, Physics and Coordinated Science (which counts double) and the arts. However, under this new structure, students only have to reach the college-ready qualification scores in 5 exams (the core 4 plus 1) rather than 7. This does not change the *Move on When Ready* art/technical education and economics requirements at all.

The “plus one” exam could come from the English Literature exam, a second history exam or a second science exam. Under this scenario, if a student meets the qualification on the Coordinated Science examination – an exam that covers a two-year course – that student will meet both the required science exam AND the “plus one” exam requirement. Thus, students who are stronger in certain subjects (for example, English or science) have a better opportunity to earn their performance-based diploma even if they struggle in another subject.

By requiring a “plus one exam,” students will have to demonstrate greater depth of knowledge in English, history or science – a requirement that certainly is in the spirit of liberal arts education goals and a hallmark of postsecondary education, while giving students some choice about where they focus. More importantly, this approach eliminates double hurdles that do not offer significant additional information regarding a student’s readiness for college.

September 8, 2015

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible consideration to approve the Move on When Reading (MOWR) LEA literacy plans for release of K-3 Reading Base Support funds.

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

MOWR Policy and Administration

The Board retains authority to set policy for the MOWR program pursuant to A.R.S. §15-701 and A.R.S. §15-211. In June 2012, the Board considered recommendations developed in partnership with the Department, and approved the content of the literacy plans and determined procedures by which the plans would be submitted, reviewed and approved. These procedures allow the distribution of funds to those districts and charters which statutorily require review of literacy plans before release of funds.

Contact Information: Sherry Zeeb, Director of K-3 Reading
Christine M. Thompson, Executive Director

EXECUTIVE SUMMARY

Since FY2014, local education agencies (LEAs) have submitted literacy plans and data through an online portal. The portal was built by the Department through administrative agreements with the Board, with the funds appropriated to the Board for state level administration of the program.

Board staff access to this portal was severed by the Department in May when the Board staff moved to new offices in the executive tower. On August 12, 2015, the Department opened the portal to allow LEAs to submit literacy plans and data. On September 18, 2015, one Board staff member was granted access to the portal.

School Submissions

Arizona Revised Statute § 15-211(A), requires roughly 450 LEAs that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs with a letter grade of “C” or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding.

As of September 18, 2015, 126 of 452 (28%) of LEA Literacy Plans have been submitted:

- 85 - A & B schools have been submitted
- 41 - C, D, F & more than 10% FFB have been submitted and are ready for Board consideration

The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

Entity Id	District Name
5978	Akimel O Otham Pee Posh Charter School, Inc.
78966	Akimel O'Otham Pee Posh Charter School, Inc.
89949	ASU Preparatory Academy
91307	ASU Preparatory Academy
4481	Beaver Creek Elementary District
79047	Career Success Schools
81043	Edkey, Inc. - Redwood Academy
79211	Edkey, Inc. - Sequoia Village School
4185	Elfrida Elementary District

Entity Id	District Name
79214	Excalibur Charter Schools, Inc.
4192	Flagstaff Unified District
90906	Happy Valley School, Inc.
79081	Happy Valley School, Inc.
4502	Hyder Elementary District
4482	Hillside Elementary District
91329	Kaizen Education Foundation dba Advance U
91328	Kaizen Education Foundation dba Discover U Elementary School
4374	Littlefield Unified District
4473	Mayer Unified School District
4211	Miami Unified District

EXECUTIVE SUMMARY

Entity Id	District Name
4493	Mingus Springs Charter School
4503	Mohawk Valley Elementary District
92374	Noah Webster Schools-Pima
79503	Omega Alpha Academy
4196	Page Unified District
4275	Palo Verde Elementary District
4255	Paloma School District
4460	Patagonia Elementary District
4186	Pearce Elementary District
4452	Picacho Elementary District
4201	Pine Forest Education Association, Inc.

Entity Id	District Name
88317	Prescott Valley Charter School
4438	Ray Unified District
90275	Research Based Education Corporation
4279	Roosevelt Elementary District
4210	San Carlos Unified District
91110	Scottsdale Country Day School
91108	South Phoenix Academy Inc.
4451	Stanfield Elementary District
4440	Superior Unified School District
4162	Vernon Elementary District

Recommendation to the Board

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding amendments to the April 27, 2015, Board policy for the development of the Arizona Mathematics Standards and English Language Arts Standards

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §15-203 requires that the Board define college and career readiness. A.R.S. §§15-701 and 15-701.01 specifically authorize and mandate that the Board adopt academic standards and minimum competency requirements for grades K-12.

The Board adopts academic standards addressing what a student is ultimately expected to learn (i.e., multiplication, grammar, understand simple words and expressions in a foreign language). Arizona retains authority to approve and modify academic standards; there is no federal law requiring the adoption of specific standards.

At the April 2015 meeting, the Board adopted its policy regarding the development of the Arizona Mathematics Standards and English Language Arts Standards.

As has been the longstanding policy and practice of the Board, the Board relies on the expertise of the Department to make recommendations regarding the development and revision of statewide academic standards. The proposed amendment to the policy (*underlined and italicized* at page 5 of 5) seeks to clarify the Department's role in the Standards Development Process to ensure the involvement of the Department.

Recommendation to the Board

It is recommended that the Board adopt the proposed amendments to the April 27, 2015, Board policy for the development of the Arizona Mathematics Standards and English Language Arts Standards, as presented in the item.

Contact Information:

Christine M. Thompson, Executive Director, State Board of Education

EXECUTIVE SUMMARY

**Arizona State Board of Education
Policy for the Development of the
Arizona Mathematics Standards and English Language Arts Standards
Adopted by the Board April 27, 2015**

Continuing to ensure that Arizona academic content standards are vetted, approved and controlled by Arizonans, the Board creates the Arizona Academic Standards Development Committee (Committee) to advise the Board on the development and improvement of the Arizona K-12 Mathematics Standards (Math Standards) and the Arizona K-12 English Language Arts Standards (ELA Standards). The current Arizona Math Standards and ELA Standards will be the starting point for the process, and initial comments shall be sought to inform the scope of revisions to the standards, in order to ensure Arizona's academic standards are excellent and rigorous.

The Superintendent shall designate an employee or employees of the Department Division of K-12 Academic Standards to provide support to and assist the Committee and its subcommittees in the execution of the duties under this policy.

The Board directs the Committee to complete the required processes so that the Board may adopt revised standards before the close of the 2015-2016 school year.

In order to allow the Committee to begin its work before the summer, the Board delegates the duty to appoint members of the Committee, and to select a Chairperson of the Committee from among the Board members appointed, to a 3 member committee of the Board comprised of Greg Miller as Chair, Chuck Schmidt and Jared Taylor. Appointments to the Committee shall be an equal mix of people who have and who have not participated in the standards development process in the past. Applications for the Committee are due to the State Board by May 6, 2015, and appointments shall be made to the Committee on or before May 15, 2015. Applications are available at <http://www.azed.gov/state-board-education/state-board-advisory-committees>.

Arizona Standards Development Committee

A. The Arizona Academic Standards Development Committee ("Committee") shall act in an advisory capacity to the State Board of Education in regard to matters related to the development and revision of statewide academic standards in Mathematics (Math Standards) and English Language Arts (ELA Standards).

B. The Committee shall consist of seventeen members, comprised of the following:

1. Four members of the Arizona State Board of Education, including the Superintendent of Public Instruction.
2. Two members representing the business community in the state.

EXECUTIVE SUMMARY

3. Three deans of colleges of education or directors of Board approved teacher preparation programs – with at least one representative of an institution under the jurisdiction of the Arizona Board of Regents, and one representative of an institution under the jurisdiction of an Arizona community college.

4. Three parents, including one parent of an elementary school student in the state, one parent of a middle school student in the state, and one parent of a high school student in the state.

5. One elementary classroom teacher.

6. One secondary classroom teacher.

7. One administrator of a charter school in the state.

8. One administrator of a unified school district in the state.

9. One member of a school district governing board.

C. A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.

D. The Committee shall:

1. Hold meetings as often as necessary to conduct the Committee's business.

2. Adopt a timeline for the development, review, revision and recommendation for Board adoption of replacement Arizona Math Standards and Arizona ELA Standards, which addresses all the duties of the Committee.

3. Provide to the Board monthly reports on the progress of the Committee's work.

4. Establish subcommittees of ELA and mathematics content experts representing all grades.

a. The subcommittee members shall be selected from K-12 school district and charter schools, higher education faculty, teacher professional organizations, and foundations providing content expertise and professional development.

b. Subcommittees are subject to the same quorum and public meeting requirements as those required of the Committee.

EXECUTIVE SUMMARY

c. The subcommittees shall prepare the draft standards and submit recommendations to be circulated for public comment and considered by the Committee.

5. Oversee the process for the solicitation of comments regarding the existing standards and proposed revisions to the standards, and direct the subcommittees to consider the comments as they contemplate revisions to the standards. Comments shall be solicited from the public and from nationally and locally recognized content experts. The process for soliciting public comment shall include, at a minimum, opportunities to collect public comments via:

a. Public hearings across the state, coordinated with the County Superintendents, to help ensure and maximize statewide input and participation; and

b. Public meetings of the Committee, which shall include meetings which allow for interactive participation of the public outside of Maricopa County;

c. Electronic means, which shall be available on a website hosted by the State Board of Education dedicated to the Arizona Academic Standards Development Process, and include e-mail and online submission.

6. Receive, review and circulate for public comment final draft standards proposed by the subcommittees. Final draft revisions shall be circulated for public comment for no less than 45 days.

7. Recommend for Board approval revised Arizona Math Standards and Arizona ELA Standards. The Committee recommendation shall include a summary of all comments received and considered, a copy of all comments received, a detailed description of any changes between the current standards and the final recommendations proposed for board approval, a transition timeline and implementation plan.

E. The Superintendent shall designate an employee or employees of the Department to:

1. Provide support to and assist the Committee and its subcommittees to execute the duties under this policy.

2. Solicit and collect applications for participation on the subcommittees, which shall include a resume that details the applicant's certifications, grades taught, experience in curriculum development, educational background, any past participation in standards development, and current employment. The Department shall provide the Committee with all applications and supporting materials of qualified applicants for subcommittee membership, and the Department shall make recommendations to the Committee for the membership of the subcommittees.

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3. Submit recommendations to be considered by the subcommittees, the Committee, and the Board in regard to matters related to the development and revision of statewide academic standards in Mathematics and ELA.

Board Consideration of Committee Recommendations

Upon receipt of the Committee recommendation, the Board shall include on the agenda of the next regularly scheduled meeting of the Board an informational presentation by the Committee on the proposed Arizona Math Standards and Arizona ELA Standards.

The Board shall solicit public comments on the recommendation for at least 3 weeks following the Board meeting in which the recommendation is presented. Any comments received shall be considered by the Committee and, if necessary, the Committee shall provide an amended recommendation to the Board.

The Board may consider adoption of the standards once the Committee makes a final recommendation based on the comments received by the Board.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and consideration to initiate rulemaking procedures for proposed amendments to rules R7-2-302 and R7-2-302.10 regarding high school graduation requirements.
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Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-701.01 requires the Board to prescribe a minimum course of study and competency requirements for the graduation of students from high school. Two pieces of legislation enacted in 2015 require conforming changes to the high school minimum course of study.

Laws 2015, Chapters 1, requires students, beginning with the class of 2017, to correctly answer at least sixty of one hundred questions on a civics test identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

Laws 2015, Chapters 5, specifically states that students are not required to pass the statewide assessment in order to graduate through school year 2018. This law conflicts with the Board policy and rules adopted in 2013-14 that required students through the class of 2017 to pass the previous statewide assessment (AIMS) in reading, mathematics and writing in order to graduate from high school.

Pursuant to the Board's rulemaking procedures, a public hearing will be held on October 20, 2015, to collect public input on the proposed rule changes.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-302 and R7-2-302.10 regarding high school graduation requirements.

Contact Information:

Christine M. Thompson, Executive Director, State Board of Education

EXECUTIVE SUMMARY

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) through (5) and, beginning with the graduating class of 2017, receipt of a passing score of sixty correct answers out of one hundred questions on a civics test identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services as prescribed in A.R.S. §15-701.01(A)(2)~~on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2013.~~

1. Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:
 - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar,

EXECUTIVE SUMMARY

composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.

b. Three credits in social studies to include the following:

i. One credit of American history, including Arizona history;

ii. One credit of world history/geography;

iii. One-half credit of American government, including Arizona government; and

iv. One-half credit of economics.

c. Four credits of mathematics to minimally include:

i. Two credits containing course content covering the following areas in preparation for proficiency at the high school level on the ~~AIMS test~~ statewide assessment: Number Sense and Operations; Data Analysis, Probability and Discrete Mathematics; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic. These credits shall be taken consecutively beginning with the ninth grade unless a student meets these requirements prior to the ninth grade pursuant to subsection (1)(c)(iv).

ii. One credit covering Algebra II or course content equivalent to Algebra II. Courses meeting this requirement may include, but are not limited to, career and technical education and vocational education, economics, science, and arts courses as determined by the local school district governing board or charter school.

iii. One credit that includes significant mathematics content as determined by the local school district governing board or charter school.

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- iv. Courses successfully completed prior to the ninth grade that meet the high school mathematics credit requirements may be applied toward satisfying those requirements.
 - v. The mathematics requirements may be modified for students using a personal curriculum pursuant to R7-2-302.03.
 - d. Three credits of science in preparation for proficiency at the high school level on the ~~AIMS test~~ statewide assessment.
 - e. One credit of fine arts or career and technical education and vocational education.
 - f. Seven credits of additional courses prescribed by the local school district governing board or charter school.
 - g. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
- a. English as described in subsection (1)(a) of this Section,
 - b. Social Studies,
 - c. Mathematics, and
 - d. Science.
3. Online and distance education courses may be offered by the local governing board or charter school if the course is provided through an Arizona Online Instruction Program established pursuant to ARS §15-808.

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4. Local school district governing boards or charter schools may grant to career and technical education and vocational education program completers a maximum of 5 1/2 credits to be used toward the Board English, mathematics, science, and economics credit requirements for graduation, subject to the following restrictions:

- a. The Board has approved the career and technical education and vocational education program for equivalent credit to be used toward the Board English, mathematics, science, and economics credit requirements for graduation.
- b. A credit or partial credit may apply toward more than one subject area but shall count only as one credit or partial credit toward satisfying the 22 required credits.
- c. A student who satisfies any part of the Board English, mathematics, science, and economics requirements through the completion of a career and technical education and vocational education program shall still be required to earn 22 total credits to meet the graduation requirements prescribed in this Section.

5. Competency requirements.

- a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1) (e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f). Competency requirements for elective subjects as specified in subsection (1) (f) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local school district governing board or charter school shall be responsible for developing and

EXECUTIVE SUMMARY

adopting competency requirements for the successful completion of the elective subject. The school district governing board or charter school shall be responsible for developing and adopting the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the united states citizenship and immigration services, and a pupil who does not obtain a passing score on the test may retake the test until the pupil obtains a passing score.

b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.

c. Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) of this Section above in lieu of classroom time.

6. The local school district governing board or charter school shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

R7-2-302.10. REPEALED AIMS, Substitute Passing Scores or Additional Credit; Beginning with the Graduation Class of 2013

EXECUTIVE SUMMARY

Issue: Presentation, discussion and consideration to close the rulemaking record and adopt proposed amendments to rule R7-2-615(L) regarding Structured English Immersion (SEI) Endorsements.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S.§15-203(A)(14) Authorizes the State Board to supervise and control the certification of educators. Board rule R7-2-615(L) outlines the Structured English Immersion (SEI) Endorsement requirements. The SEI Endorsement allows a teacher to teach second language learners in an English language development setting. The Executive Summary that was previously submitted indicated that the timeframe for obtaining an SEI Endorsement would be extended from one year to three years; however, the rule language that was adopted on June 22, 2015 did not reflect the extended timeframe to fulfill the requirements for the SEI endorsement. The attached rule language has been corrected to align with the Executive summary.

Pursuant to the Board's rulemaking procedures, a public hearing was held on September 14, 2015, to collect public input on the proposed rule changes. No comments from the public were received at this hearing.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615(L).

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the amendment to rule R7-2-615(L) Structured English Immersion (SEI) Endorsements.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-615. Endorsements

A. An endorsement shall be automatically renewed with the certificate on which it is posted.

B. Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.

C. Endorsements which are optional as specified herein may be required by local governing boards. D. Special subject endorsements - grades K through 12

1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.

2. Special subject endorsements are optional.

3. The requirements are:

a. An Arizona elementary, secondary, or special education certificate;

b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and

c. One of the following:

i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);

ii. A passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if an assessment has been adopted by the Board; or

iii. A passing score on a comparable out-of-state subject area assessment.

E. Mathematics Specialist Endorsement - grades K through eight. This subsection is valid until June 30, 2011.

1. The mathematics specialist endorsement is optional.

2. The requirements are:

a. An Arizona elementary or special education certificate,

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- b. Three semester hours of courses in the methods of teaching elementary school mathematics, and
- c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.

F. Mathematics Endorsement - grades K through eight. This subsection becomes effective on July 1, 2011.

1. The mathematics endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist, or coach. Nothing in this Section prevents school districts from requiring certified staff to obtain a mathematics endorsement as a condition of employment. The mathematics endorsement does not waive the requirements set forth in R7-2-607(J).

2. The requirements are:

- a. An Arizona elementary or special education certificate;
- b. Three years of full-time teaching experience in grades K through eight; and
- c. Eighteen semester hours to include:
 - i. Three semester hours of data analysis, probability, and discrete mathematics;
 - ii. Three semester hours of geometry and measurement;
 - iii. Six semester hours of patterns, algebra, and functions; and
 - iv. Six semester hours of number and operations.
- d. Six semester hours to include:
 - i. Three semester hours of mathematics classroom assessment;
 - ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.
- e. A passing score on the middle school mathematics knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 18 semester hours described in subsection (F)(2)(c).

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f. Completion of a comparable valid mathematics specialist certificate or endorsement from another state may be substituted for the requirements described in subsection (F)(2)(c) and (d).

G. Reading Specialist Endorsement - grades K through 12. This subsection is valid until June 30, 2011.

1. The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or in a similar position.

2. The requirements are:

- a. An Arizona elementary, secondary, or special education certificate; and
- b. Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.

H. Reading Endorsement. This subsection becomes effective on July 1, 2011.

1. A reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.

2. Reading Endorsement for grades K through eight. The requirements are:

- a. A valid Arizona elementary special education or early childhood certificate,
- b. Three years of full-time teaching experience,
- c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight, and
- d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:
 - (1) Three semester hours in the theoretical and research foundations of language and literacy;
 - (2) Three semester hours in the essential elements of elementary reading and writing instruction (K through eight);

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- (3) Three semester hours in the elements of elementary content area reading and writing (K through eight);
- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(2)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(2)(d)(i).

3. Reading Endorsement for grades six through 12. The requirements are:

- a. A valid Arizona elementary, secondary, or special education certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and

d. One of the following:

i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

- (1) Three semester hours in the theoretical and research foundations of language and literacy;
- (2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);
- (3) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);

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- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(3)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(3)(d)(i).

4. Reading Endorsement - grades K through 12. The requirements are:

a. A valid Arizona elementary, secondary, special education certificate or early childhood certificate;

b. Three years of full-time teaching experience;

c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;

d. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12; and

e. One of the following:

i. Twenty-four semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

(1) Three semester hours in the theoretical and research foundations of language and literacy,

(2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight),

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(3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12),

(4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight),

(5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12),

(6) Six total semester hours in reading assessment systems, and

(7) Three semester hours in leadership,

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(4)(c), (d) and (e)(i).

f. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight and a passing score on the reading endorsement professional knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 24 semester hours of reading endorsement coursework as described in subsection (H)(4)(e)(i).

I. Elementary Foreign Language Endorsement - grades K through eight

1. The elementary foreign language endorsement is optional.

2. The requirements are:

a. An Arizona elementary, secondary or special education certificate.

b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.

c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.

J. Bilingual Endorsements – Pre-K through 12

EXECUTIVE SUMMARY

1. A provisional bilingual endorsement or a bilingual endorsement is required of an individual who is a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction.
2. The provisional bilingual endorsement is valid for three years and is not renewable. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and
 - b. Proficiency in a spoken language other than English, verified by one of the following:
 - i. A passing score on the Arizona Classroom Spanish Proficiency exam;
 - ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;
 - iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages speaking and writing exams in the foreign language;
 - iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or
 - v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;
 - c. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.
3. The holder of the bilingual endorsement is also authorized to teach English as a Second Language. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;

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b. Completion of a bilingual education program from an accredited institution or the following courses:

- i. Three semester hours of foundations of instruction for non-English-language-background students;
- ii. Three semester hours of bilingual methods;
- iii. Three semester hours of English as a Second Language for bilingual settings;
- iv. Three semester hours of courses in bilingual materials and curriculum, assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings;
- v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;
- vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and
- vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.

c. A valid bilingual certificate or endorsement from another state may be substituted for the courses described in subsection (J)(4)(b);

d. Practicum in a bilingual program or two years of verified bilingual teaching experience; and

e. Proficiency in a spoken language other than English, verified by one of the following:

- i. A passing score on the Arizona Classroom Spanish Proficiency exam;

EXECUTIVE SUMMARY

- ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;
 - iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages Speaking and Writing exams in the foreign language;
 - iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or
 - v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;
- f. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

K. English as a Second Language (ESL) Endorsements - grades Pre-K through 12

1. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.
2. The provisional ESL endorsement is valid for three years and is not renewable. The requirements are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and
 - b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.
3. The requirements for the ESL endorsement are:
 - a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:

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- i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
- c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
- d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
- i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
 - iii. Placement by the language department of an accredited institution in a third-semester level;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;

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vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;

vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or

e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

L. Structured English Immersion (SEI) Endorsements - Pre-K through 12

1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, "supervisor," "principal" and "superintendent" means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bilingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).

2. The provisional SEI endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal or superintendent certificate; and

b. One semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).

3. The requirements for the full SEI endorsement are:

a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal, or superintendent certificate; and one of the following:

EXECUTIVE SUMMARY

- i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;
 - ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B); or
 - iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.
4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.
 5. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years in accordance with certification reciprocity as prescribed in R7-2-621.
 6. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.
 7. The requirements for a Provisional or full SEI endorsement may be waived for a period not to exceed ~~one year~~ three years for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.

M. Gifted Endorsements - grades K through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.
2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are an Arizona elementary, secondary, or special education certificate and one of the following:

EXECUTIVE SUMMARY

- a. Two years of verified teaching experience in which most students were gifted,
- b. Ninety clock hours of verified in-service training in gifted education, or
- c. Six semester hours of courses in gifted education.

3. Requirements for the gifted endorsement are:

- a. An Arizona elementary, secondary, or special education certificate;
- b. Completion of nine semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and
- c. Two of the following:
 - i. Three years of verified teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district; or
 - ii. A minimum of 135 clock hours of verified in-service training in gifted education; or
 - iii. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to six semester hours of gifted education courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Practicum courses shall not be accepted toward this requirement; or
 - iv. Completion of six semester hours of practicum or two years of verified teaching experience in which most students were gifted.

N. Early Childhood Education Endorsements - birth through age 8

- 1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as

EXECUTIVE SUMMARY

described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.

2. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:

- a. A valid Arizona elementary teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and
- b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the Early Childhood Endorsement are:

- a. A valid Arizona elementary education teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

- b. Early childhood education coursework and practicum experience which includes both of the following:

- i. Twenty-one semester hours of early childhood education courses to include all of the following areas of study:

- (1) Foundations of early childhood education;
 - (2) Child guidance and classroom management;
 - (3) Characteristics and quality practices for typical and atypical behaviors of young children;
 - (4) Child growth and development, including health, safety and nutrition;
 - (5) Child, family, cultural and community relationships;
 - (6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
 - (7) Early language and literacy development;
 - (8) Assessing, monitoring and reporting progress of young children; and

EXECUTIVE SUMMARY

ii. A minimum of eight semester hours of practicum including:

(1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and

(2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;

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

d. A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and

e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate meet the requirements of this Section with evidence of the following:

a. A minimum of three years infant/toddler, preschool or kindergarten through grade three classroom teaching experience; and

b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

O. Library-Media Specialist Endorsement - grades K through 12

1. The library-media specialist endorsement is optional.

EXECUTIVE SUMMARY

2. Requirements are:

- a. An Arizona elementary, secondary, or special education certificate;
- b. A passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A master's degree in Library Science may be substituted for a passing score on the assessment; and
- c. One year of teaching experience.

P. Middle Grade Endorsement - grades five through nine

1. The middle grade endorsement is optional. The middle grade endorsement may expand the grades a teacher is authorized to teach on an elementary or secondary certificate.

2. The requirements are:

- a. An Arizona elementary or secondary certificate, and
- b. Six semester hours of courses in middle grade education to include:
 - i. One course in early adolescent psychology;
 - ii. One course in middle grade curriculum; and
 - iii. A practicum or one year of verified teaching experience, in grades five through nine.

Q. Drivers Education Endorsement

1. The drivers education endorsement is optional.

2. The requirements are:

- a. An Arizona teaching certificate,
- b. A valid Arizona driver's license,
- c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and

EXECUTIVE SUMMARY

d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

1. The cooperative education endorsement is required for individuals who coordinate or teach CTE.

2. The requirements are:

a. A provisional or standard CTE certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and

b. One course in CTE.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action of the Department's recommended application, application procedures and selection criteria for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. § 15-217, and to direct the Department to take all steps necessary to implement the pilot program, including a report to the Board by August 1, 2016, regarding recommendations concerning the pilot program.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-217 requires the State Board of Education (Board) to develop a pilot program for K-6 technology-based language development and literacy intervention. At the August 2015 meeting, the Board agreed with the recommendation of the ADE Chief Procurement Officer to award Scientific Learning, Inc, as the single educational technology provider to deliver language development and literacy software for K-6 English Language Learner (ELL) students for the pilot program. State law additionally requires the Board to establish the format of an application, application procedures and selection criteria for school districts and charter schools that voluntarily decide to participate in the pilot program.

Pursuant to A.R.S. §15-756.07, the ADE Office of English Language Acquisition Services (OELAS) is responsible for the development of guidelines for monitoring compliance with all state laws pertaining to ELLs and for providing technical assistance to schools in implementing structure English emersion programs. Further, A.R.S. §15-756.05 and §15-756.06 vests the Superintendent of Public Instruction with prescribing the manner in which ELLs are reassessed, reclassified and reevaluated. In light of these statutory responsibilities, the State Board relies on OELAS to recommend application procedures and selection criteria for school districts and charter schools voluntarily participating in the pilot program, and for any recommendations regarding the efficacy of the pilot. OELAS has recommended the attached the application, application procedures and selection criteria to the Board for consideration.

A.R.S. § 15-217(G) requires the Board to submit a report to the Governor, President of the Senate, and Speaker of the House of Representatives on or before September 15, 2016, regarding the pilot program that includes 1) the number of local education agencies and pupils participated in the pilot and 2) a recommendation of whether the pilot should be expanded to a permanent statewide program.

Recommendation to the State Board

It is recommended that the Board approve the Department's recommended application, application procedures and selection criteria for the technology provider for the K-6 technology based language development and literacy intervention pilot program pursuant to A.R.S. §15-217, and to direct the Department to take all steps necessary to implement the pilot program, including a report to the Board by August 1, 2016, regarding recommendations concerning the pilot program.

Contact Information: Christine M. Thompson, SBE Executive Director

EXECUTIVE SUMMARY

English Language Learner Technology Pilot Application

ARS 15-217. K-6 technology-based language development and literacy intervention pilot program; educational technology provider; review; reports; fund

This is a one year pilot program to be implemented in the 2015-2016 school year. **Scientific Learning** has been awarded the contract for this one year program.

The following areas have been identified as required criteria

The LEA must have:

- More than 50 ELLs enrolled at the LEA and who will participate in the pilot
- ELLs in Grades K-6 identified for this Pilot
- Sufficient computer equipment to provide these software services to ELLs
- The ability to integrate this technology into daily use
- The ability to track and report student achievement
- The ability to implement this pilot project in the 2015-2016 school year
- The time and resources to allow teachers to participate in professional development provided by the software company

Scoring rubric:

- 5 – Excellent (excellent response with multiple examples given)
- 4 – More than Satisfactory (great response with two or more examples given)
- 3 – Satisfactory (good response with one example given)
- 2 – Less than Satisfactory (general, vague response with no examples given)
- 1 – Poor (difficulty in responding with no examples given)

Please answer the following questions, providing a thorough response to each question. The answers to the questions will be scored using the rubric above. LEAs with the highest points will be candidates to participate in this one year ELL pilot program.

1. Identify the number of ELLs who will participate in the Pilot Program (Must have at least 50 ELLs in the LEA). Please include the number of ELLs by grade level.
2. Explain how your LEA has sufficient computer equipment to provide these software services to the English language learners identified for this pilot.
3. Explain how your LEA will integrate this technology into daily use and maintain compliance with the current SEI Model requirements.
4. Explain how your LEA will track and report student achievement.
5. Explain how your LEA will ensure teachers participating in the Pilot program will have release time to participate in professional development.
6. Explain how your LEA is prepared to implement this pilot program for the 2015-2016 school-year?

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification of Janna Schrock Case No. C-2015-030R

Action/Discussion Item

Information Item

Background and Discussion

On April 3, 2015, Janna Schrock applied for a Substitute Teaching Certificate. On his application for certification, Mr. Schrock answered “yes” to the following questions:

- Have you ever had any professional certificate or license, revoked or suspended?
- Have you ever been convicted of any felony offense:
- Have you ever been arrested for any offense for which you were fingerprinted?

In his statement, accompanying the application, Mr. Schrock stated that the California Commission on Teacher Credentialing revoked his teaching credentials following a July 7, 2004, felony conviction for possession for sale of a controlled substance.

On January 24, 2005, the California Commission on Teacher Credentialing revoked any and all credentials issued to Mr. Schrock by the Commission as a result of his July 7, 2004 conviction.

On April 16, 2015, Mr. Schrock was notified that his application required a review by the Professional Practices Advisory Committee (“PPAC”) prior to issuance due to the revocation of his California teaching credentials.

On August 18, 2015, the PPAC considered Mr. Schrock’s application for certification. The PPAC found that Mr. Schrock his California teaching credentials revoked due to a felony arrest and conviction of possession for sale of a controlled substance.

The PPAC found the following mitigating factors:

- Clean for over 5 years.
- Successful completion of parole without violations and all fines, fees and penalties have been paid.
- Relocated to AZ away from destructive influences.
- Length of time since offense, 10 years.
- Favorable recommendations from those aware of his offenses including current principal, previous principal, and applicant’s wife.
- Conscious and continuous efforts at rehabilitation.

The PPAC found no aggravating factors.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended by a vote of 4 to 0 that the State Board approve Mr. Schrock's application for certification.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve the application for certification of **Janna Schrock**.

EXECUTIVE SUMMARY

Issue: Jeff Williamson, Case no. C-2013-071, Consideration of Recommendation to Approve a Settlement Agreement for a Suspension of Certification

Action/Discussion Item

Information Item

Background and Discussion

Jeff Williamson holds a Superintendent certificate which is valid through July 19, 2018. He previously held a Provisional Elementary Education certificate and a Principal certificate, both of which expired on June 24, 2014.

Mr. Williamson was employed as a principal by Kyrene Elementary School District ("Kyrene") from July, 2008, through July, 2011. In an online application for employment at Deer Valley Unified School District ("Deer Valley"), he included Patricia Weegar as one of his references on the application. He provided a telephone number and an email address for Ms. Weegar. Ms. Weegar, a retired Kyrene employee, had never used either the telephone number or the email address listed on the application. Ms. Weegar did not receive nor complete a reference form for Mr. Williamson.

Mr. Williamson did not personally have contact information for Ms. Weegar. He obtained the contact information from an online reference source. The information he obtained was false. He made no effort to verify the information, nor did he contact Ms. Weegar prior to submitting the application to Deer Valley. At the time he submitted the information, Mr. William did not know that the information was false.

Rule Violation

Arizona Administrative Code, R7-2-1308, (B) (6), Individuals holding certificates issued by the Board pursuant to R7-2-601 et. seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et. seq. shall not:

(6) Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character.

(15) Engage I conduct which would discredit the teaching profession.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee ("PPAC") reviewed the proposed settlement agreement at its August 18, 2015, meeting. The PPAC considered the presentation of counsel for the Investigative Unit and that of Mr. Williamson and his counsel.

The PPAC asked a number of clarifying questions of Mr. Williamson and his counsel. After due consideration, by a vote of 4 to 0, the PPAC recommended that the State

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Board of Education approve the proposed settlement agreement for a six-month suspension of certification, with conditions. The conditions include that Mr. Williamson will withdraw his current application for renewal of his principal certificate, and that he furnish proof of successful completion of an Arizona Education Association Educator's/Administrator's Ethics Seminar, or a similar class.

Recommendation to the Board

It is recommended that the Board approve the proposed settlement agreement for a six-month suspension of certification, with conditions.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Revoke Certifications of David Mielke, Case No. C-2015-013

Action/Discussion Item

Information Item

Background and Discussion

David Mielke holds a Provisional Structured English Immersion Endorsement, K-12 certificate, and a Provisional Cross Categorical Special Education K-12 certificate, both of which expire on July 27, 2019. He also holds a Substitute certificate which expires on February 20, 2019.

Mr. Mielke was a teacher at Robison Elementary School (“Robison”) in the Tucson Unified School District (“TUSD”) located in Tucson, Arizona.

On November 17, 2014, Dr. Julie Laird, Principal at Robison, was alerted by staff that Mr. Mielke appeared to be under the influence of drugs or alcohol. Dr. Laird observed Mr. Mielke leaning to one side, weaving as he walked and speaking with slurred speech.

Dr. Laird transported Mr. Mielke to a medical clinic for drug and alcohol testing with his consent. Mr. Mielke admitted to Dr. Laird that he had taken oxycodone that day and he admitted to her that he did not have a prescription for the oxycodone. While at the medical clinic, Mr. Mielke produced a urine sample for testing.

On November 25, 2014, Mr. Mielke’s drug test results came back “verified positive” for benzodiazepines, hydrocodone, and marijuana. The following day, Mr. Mielke resigned from his teaching position.

On January 8, 2015, the Investigative Unit advised Mr. Mielke of the intent to file a complaint against his certificate. The complaint was mailed to Mr. Mielke in April, 2015. Thereafter, the parties discussed the possibility of a settlement but did not reach an agreement.

On June 23, 2015, the Board filed a complaint against Mr. Mielke’s certificate alleging that his conduct constituted unprofessional conduct.

On August 18, 2015, the Professional Practices Advisory Committee (“PPAC”) held a hearing on the complaint. After hearing the testimonial evidence and reviewing the exhibits presented, the PPAC found that Mr. Mielke illegally used benzodiazepines, hydrocodone, and marijuana. The PPAC also found that Mr. Mielke was under the influence of benzodiazepines, hydrocodone, and marijuana while on school grounds.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended, by a vote of 4 to 0, that the State Board revoke the certification of Mr. Mielke.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC to revoke David Mielke's certifications and that all states and territories be so notified.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible consideration regarding the Request for Information (RFI) to determine the status and qualifications of current vendors for high school equivalency (HSE) assessments.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes § 15-702, persons sixteen years of age or older are eligible to be awarded a high school equivalency (HSE) diploma upon passing the HSE assessment adopted by the state board of education.

In January 2014, upon award of the contract for the current HSE exam, the Board requested that, within a year, the Department seek additional qualified vendors to allow for adults to have a choice among HSE exams.

At the January 2015 Board meeting, a member requested an update on adult education and the HSE exam. In March 2015, the Board received an update from the Department and voted to direct the Arizona Department of Education to issue a Request for Information (RFI) to gather marketplace information on rigorous HSE assessments that are aligned to the Arizona Standards.

In June 2015, a Board member requested that the Department provide an update on the status of the RFI. As of the publication of these materials, Board staff has not formally received materials regarding this item for the Board's consideration.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible consideration of the Department's procedures related to the issuance of authenticated copies of educator certificates.
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes ("A.R.S.") § 15-203(A)(14) and (20), the State Board of Education is the duly constituted authority that supervises and controls the certification of persons engaged in instructional work in Arizona public educational institutions below the community college, college, or university level.

At the June 2015 meeting, Board members discussed the past process by which the Department issued duplicate certificates to individuals. At the conclusion of the June 2015 Board meeting, members requested that the Department provide an update to the Board regarding any new procedures regarding issuance of duplicate certificates.

On July 27, 2015, the Department's Certification Unit issued a memorandum to local education agency personnel directors regarding a new certificate format (see attached), which stated that duplicate certificates will reflect the superintendent in office at the time the certificate was issued.

EXECUTIVE SUMMARY



State of Arizona
Department of
Education

To: Arizona's School District and Charter School Personnel Directors From:

Arizona Department of Education, Certification Unit

Date: July 27, 2015

Subject: Educator Certificate Format

The Certification Unit is implementing a new policy for printing duplicate or modified certificates. Certificates will now accurately reflect the superintendent in office at the time the certificate was issued. Effective July 20, 2015, duplicate or modified certificates issued **before January 5, 2015** will be printed on off-white security paper and display the signature of the superintendent in office at the time the certificate was issued. Certificates issued or renewed **on or after January 5, 2015** will be printed on beige security paper and display the signature of Superintendent Diane Douglas.

As we transition into this new process, you may see two types of certificate security paper. Certificates printed on off-white security paper may have a "Void" watermark. In the future all certificates will have a watermark of "Copy". Educator certificates may also be verified through Common Logon access, the HQT website, or the OACIS public portal.

If you have any questions, please contact the Certification Unit at 602-542-4000. Thank you for all you do to support educators across our state.



EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Alternative Teacher Development Program Grant, pursuant to A.R.S. §15-552 and appropriations to the Department for the program in Laws 2015, Chapter 8, Section 34.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Arizona Revised Statutes § 15-552, the State Board of Education has previously established the “alternative teacher development program for the purpose of accelerating the process of identifying, training and placing highly qualified individuals into low income schools through the use of teaching intern certification and the identification of a qualified service provider.” Statute requires the Department of Education to administer the program. Further, the statute requires the Board to award any grants for the program.

The FY2016 state budget (Laws 2015, Chapter 8, Section 34), signed by the Governor on March 12, 2015, included a \$500,000 appropriation to the Department for the program. The Board seeks information from the Department regarding the timeline for the FY16 grant process.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding local education agency (LEAs) declaration of curricular and instructional alignment.

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §15-203 requires that the State Board of Education (the Board) define college and career readiness. A.R.S. §§15-701 and 15-701.01 specifically authorize and mandate that the Board adopt academic standards and minimum competency requirements for grades K-12, and A.R.S. §15-741 requires the Board to adopt and implement an assessment to measure pupil achievement of the standards in reading, writing and mathematics.

The minimum courses of study are adopted by the State Board in the Arizona Administrative Code (A.A.C.) R7-2-301 (grades K-8) and R7-2-302 (high school). The Board adopts academic standards addressing *what* a student is ultimately expected to learn (i.e., multiplication, grammar, understand expressions in a foreign language). Local curriculum (i.e., textbooks, math problems, reading material) serve as the tool for *how* students are taught the standards. Neither the Board nor the Arizona Department of Education (ADE) has authority to adopt or mandate school curriculum. Under A.R.S. §§15-721 and 15-722, local governing boards (both district and charter) retain *exclusive authority* to adopt curriculum via public meetings, allowing for community input regarding what instructional materials are used in classrooms.

Since the Board adopted a policy in October 2002, districts and charter schools have been required to annually submit a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards. The signed Declarations are required to be uploaded in the monitoring section of the Department's ALEAT system. As noted in previous versions of the Declaration (see the 2013-2014 version attached):

Pursuant to State Board of Education Policy, all public schools (including charter schools) must submit annually to the Arizona Department of Education (ADE) a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards.... The Declaration requires affirmations from the Governing Board, Superintendent, and Principal (or equivalent charter school officials), regarding the alignment or curriculum and the evaluation of instruction to the Standards.

Department employees have notified districts and charter schools that the Declaration for the 2015-2016 school year is not required.

Recommendation to the Board

It is recommended that the Board direct the Superintendent to implement the October 2002 policy regarding LEA submittal of Declarations of Curricular and Instructional Alignment.

EXECUTIVE SUMMARY



State of Arizona
Department of Education

John Huppenthal
Superintendent of
Public Instruction

**DECLARATION OF CURRICULAR & INSTRUCTIONAL ALIGNMENT
TO THE ARIZONA ACADEMIC STANDARDS**

Pursuant to State Board of Education Policy, all public schools (including charter schools) must submit annually to the Arizona Department of Education (ADE) a Declaration of Curricular and Instructional Alignment to the Arizona Academic Standards, referred to in this document collectively as the "Standards," that include:

- English Language Arts (Arizona's Common Core Standards for English Language Arts, Reading Standard 2003 and Writing Standard 2004).
- Mathematics (Arizona's Common Core Standards for Mathematics and Mathematics Standard 2008).
- Science (Science Standard 2004 and Arizona's Common Core Standards for Literacy in Science and Technical Subjects).
- Social Studies (Social Studies Standard 2005 and Arizona's Common Core Standards for Literacy in Social Studies & History).

The Declaration requires affirmations from the Governing Board, Superintendent, and Principal (or equivalent charter school officials), regarding the alignment of curriculum and the evaluation of instruction to the Standards.

Governing Board

The Governing Board of the _____ School District /Charter affirms that it has adopted a curriculum that is aligned with the Arizona Academic Standards, *including Arizona's Common Core Standards*, and adopted an evaluation system that assesses whether teachers are integrating the Standards into their instructional practices. These policies are in effect for the 2013-2014 school year.

The deadline for submitting the Governing Board Declaration is **October 15, 2013**. The Declaration may be submitted at any time prior to the deadline. **Please submit by uploading this signed document into the ALEAT Filing Cabinet.**

My signature below affirms the foregoing is accurate and complete:

Name of Governing Board Member (print or type)

Title

Signature

Date

Arizona Department of Education
High Academic Standards for Students Division
Kathryn Hrabluk, Associate Superintendent

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding consideration to fill existing vacancies in the positions of administrative assistant to the investigative unit and executive assistant to the Board. Pursuant to A.R.S. 38-431.03(A)(1) and (3), the Board may vote to convene in executive Session, which will not be open to the public, for discussion or consideration of employment matters, provisional staffing of the Board and/or for discussion or consultation for legal advice with the Board's attorneys as it relates to this agenda item. The public body shall provide the officer, appointee or employee with written notice of the executive session as is appropriate but not less than twenty-four hours for the officer, appointee or employee to determine whether the discussion or consideration should occur at a public meeting.

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §15-203(A)(3) and (6) authorizes the State Board of Education (the Board) to "prescribe the duties of its employees if not prescribed by statute" and it may "employ staff on the recommendation of the superintendent of public instruction." A.R.S. §15-251(4) requires that employees of the Board "shall be employees of the Department of Education."

At the August 14 and September 15 meetings, the Board authorized the Executive Director to take all necessary steps to fill the existing vacancies in the positions of administrative assistant to the investigative unit and executive assistant to the Board. At the August 14 meeting, the Board considered the Superintendent's recommendation not to fill the vacancies on Board staff.

The Board's Executive Director has worked with the Human Resources Division of the Arizona Department of Administration to take the steps necessary to recruit, interview and select appropriate candidates for these positions.

Pursuant to A.R.S. 38-431.03(A)(1) and (3), the Board may vote to convene in executive Session, which will not be open to the public, for discussion or consideration of employment matters, provisional staffing of the Board and/or for discussion or consultation for legal advice with the Board's attorneys as it relates to this agenda item.

Recommendation to the Board

It is recommended that the Board fill existing vacancies in the positions of administrative assistant to the investigative unit and executive assistant to the Board.