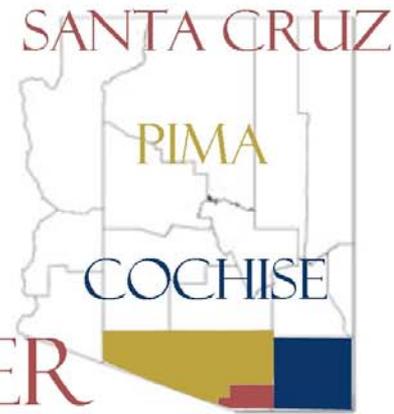




SOUTHERN ARIZONA
REGIONAL EDUCATION CENTER



Governor's Regional

Educational Symposium

Monday, October 24, 2011

Purpose of Symposium

- To develop a clear understanding of the governor's education vision and reform plan.
 - To bring symposium participants and other key stakeholders together to discuss STEM, Common Core Standards, Student Data, and Educator Evaluations
 - To establish the Southern Arizona Regional Education Center in order to provide professional development, educational services, and technical assistance in Cochise, Pima, and Santa Cruz counties.
-

Agenda

- **Welcome and Introduction**
 - *Trudy Berry, Cochise County School Superintendent*
 - **Message from the Governor's Office: Arizona Ready**
 - *Debora Raeder-Gay, Associate Director, Governor's Office of Education Innovation*
 - **Arizona Department of Education Collaboration and Support**
 - *John Stoller, Chief of Programs and Policy, ADE*
 - **Arizona STEM Network**
 - *Darcy Renfro, Vice President and Director, Science Foundation Arizona*
 - **Panel Discussion of Arizona Ready and Cochise County Programs**
 - *Dr. Alex Durant, Ph.D., Denise Ryan, Dr. Flory Simon, Ph.D., Ben Berry, Ben Reyna, Eric Brooks, Doug Miller*
 - **Questions/Answers**
 - **Networking Lunch: Facilitated Discussions and Evaluations**
 - **Next Steps and Closure**
 - *Trudy Berry, Cochise County School Superintendent*
-

Message from the Governor's Office: Arizona Ready

- Debora Raeder-Gay, Associate Director,
Governor's Office of Education Innovation



Arizona Department of Education Collaboration and Support

- John Stoller, Chief of Programs and Policy,
ADE



Arizona STEM Network

- Darcy Renfro, Vice President and Director, Science Foundation Arizona





Legislation and Policy Driving Regional Education Service and Support

- **Move on when Reading (A.R.S. 15-701)**
 - HB2732, passed in 2010, requires third-grade students who fall far below reading standards to be retained. This requirement will take effect in school year 2013-2014.

 - **School/District Letter Grades and Accountability (SB 1246/A.R.S. 15-241)**
 - SB1246, passed 2010, established a new A-F accountability system for district and charter schools. The letter grades are meant to reflect a school or district's progress toward annual, measurable objectives.
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The Southern Arizona Regional Education Center (SAREC)

- SAREC provides training and support for schools and districts by supporting them with the process of using data effectively for purposes of continual improvement

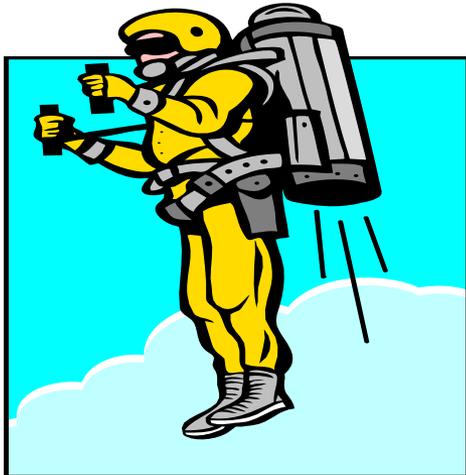


Most Compelling Reason to Use Data Effectively



To create extraordinary 21st century learning environments that motivate and engage ALL students in continual learning – Effective use of data enables us to develop every child to their fullest potential

21st Century Learning Provides Relevant Learning Opportunities While Exceeding AIMS Expectations



What Effective Use of Data Allows Us to Accomplish

- Identify ‘Struggling School’ challenges to determine the changes and support needed for continual improvements
 - Use ‘Standards’ and ‘Assessments’ to determine the most effective curriculum and instructional practices for teaching required skills and knowledge to diverse learners
 - Identify and effectively implement and replicate ‘Best Practices’ to continually grow the pool of Great Teachers and Great Leaders
-

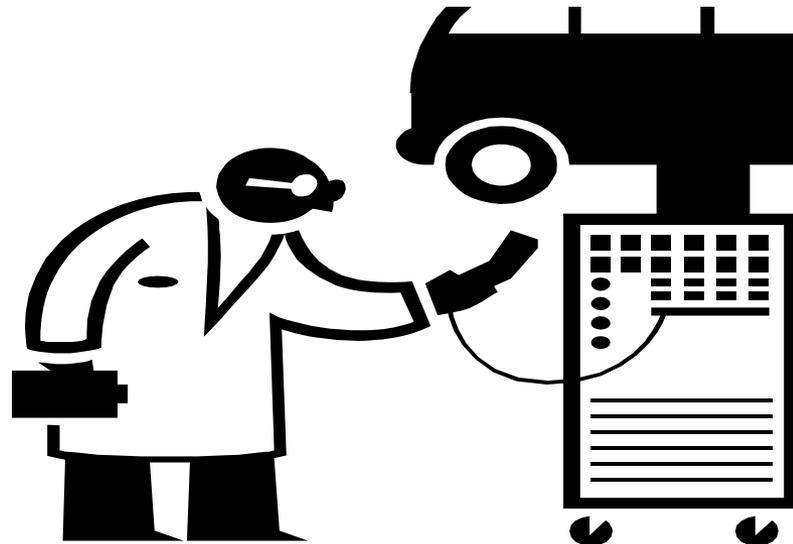
Accountability and Effective Data Use

- Allows for accurate identification of strengths and areas in need of improvement – essential to process of developing strategic plans used to achieve SMART GOALS



Assessments and Effective Use of Data

- Accurate interpretations of assessment results allow us to diagnose learning outcomes in order to provide timely and effective interventions and enrichments



Common Core Standards and Effective Use of Data



- Allows us to determine how well students are learning required skills and knowledge – enables us to make timely and effective adjustments while working to continually improve instruction and learning
-

Data Culture and Effective Use of Data

- Effective use of data requires a skilled data team that is actively engaged in the process of building a 21st century learning environment. Allows us to design and build effective systems.



Evaluation and Effective Data Use

- Used to determine if implemented strategies are working as expected in order to make timely and effective adjustments to achieve measurable goals



Other Reasons for Effective Data Use

- Identify 'causes' for learning challenges
 - Utilize Dashboard information for adjustments and improvements
 - Enhance efficiency in operations and increase likelihood for successful outcomes
 - Measuring and monitoring progress toward achieving targeted goals
 - State Longitudinal Data System
 - Obtain critical information used to inform continual improvement process
-

Is SAREC Prepared to Provide Services and Support on Effective Data Use?

- We provide services and support to schools and districts in all areas listed above. We also provide support for understanding and / or adjusting for –
 - Arizona Ready
 - Data analysis, interpretation, and use
 - PARCC
 - State longitudinal data system
 - State Accountability System
-



Common Core Standards

In June 2010, the Arizona State Board of Education adopted the Common Core Standards in English – Language Arts and Mathematics. Arizona school districts and charter schools are required to implement these standards in Kindergarten during the 2011-2012 school year. Full implementation at all grade levels is required by 2013-2014.



Common Core Standards

The ROOTS:

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards in English-language arts and mathematics for grades K-12.



Common Core Standards

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards are:

- Aligned with college and work expectations;
 - Clear, understandable and consistent;
 - Include rigorous content and application of knowledge through high-order skills;
 - Build upon strengths and lessons of current state standards;
 - Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
 - Evidence- and research-based.
-



Common Core Standards

The BRANCHES:

Consistency among states and schools promotes

- common high-quality assessments
- sensible instructional materials
- clear, focused professional development







Common Core Standards

The LEAVES:

- “Our best understanding of what works in our schools comes from the teachers who teach in our classrooms every day. That is why these standards establish what students need to learn, but do not dictate how teachers should teach.”
- The Student Standards for Mathematical Practice provide guidance for teachers.

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Common Core Standards

- Presented as workshop options during Cochise Instructional Technology Conference
 - The focus of Cochise County PDLA (Professional Development Learning Academy) plans
 - Involved in the Pima County Common Core Institute
-

Common Core Standards



Arizona Revised Statute §15-203(A)(38)

- Teacher and principal evaluation instrument
 - Quantitative data on student academic progress
 - Accounts for 33-50% of evaluation outcomes
 - Beginning in school year 2012-13
-

Framework for Teacher Evaluation

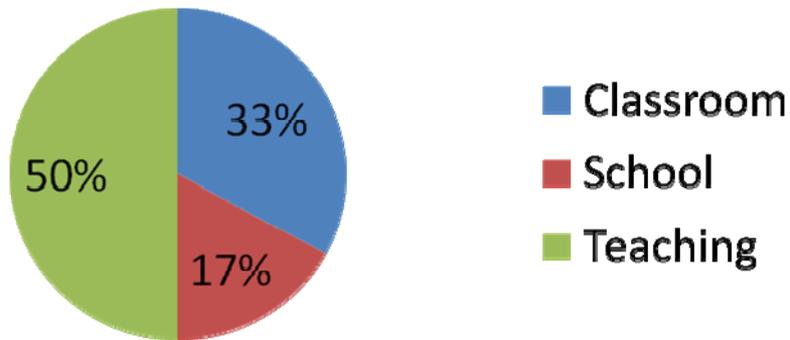
- Teachers – Group A and Group B
 - A = teachers with available classroom-level achievement data
 - B=teachers without available classroom-level achievement data
 - Classroom-Level Data
 - School-Level Data
 - Teaching Performance (InTASC Standards)
-

Framework for Teacher Evaluation

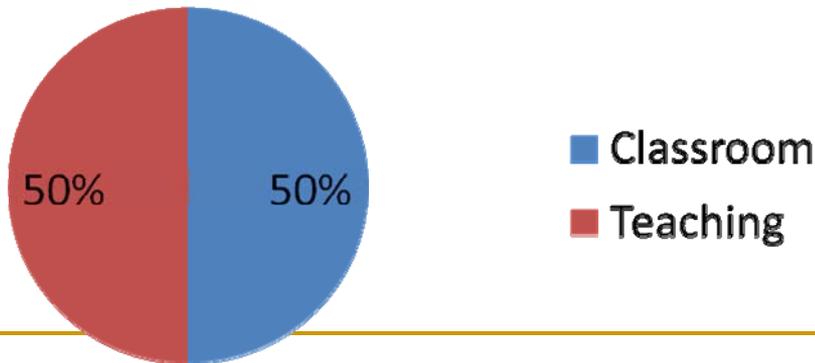
	Classroom-Level Data	School-Level Data	Teaching Performance
<p>GROUP A</p> <p>Available classroom-level student achievement data*</p> <ul style="list-style-type: none"> Classroom-level elements-at least 33% of evaluation outcomes School-level elements optional, and no more than 17% of evaluation Teaching performance-50-67% of evaluation <p><i>*Achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teacher’s content areas</i></p>	<ul style="list-style-type: none"> AIMS Stanford 10 AP, IB, Cambridge, ACT, Quality Core District/Charter-wide Assessments District/School-level Benchmark Assessments, aligned with AZ State Standards Other valid and reliable classroom-level data 	<ul style="list-style-type: none"> AIMS (aggregate school, grade, or team level results) Stanford 10 (aggregate school, dept., or grade level results) AP, IB, Cambridge, ACT, Quality Core (aggregate school, dept., or grade level results) Survey data AZ LEARNS Profiles Other valid and reliable school-level data 	<p>Evaluation instruments shall provide for periodic classroom observations of teachers.</p> <p>LEAs may develop their own rubrics for this portion of teacher evaluations (based upon national standards as approved by ABOR).</p>

Sample Weighting – Group A

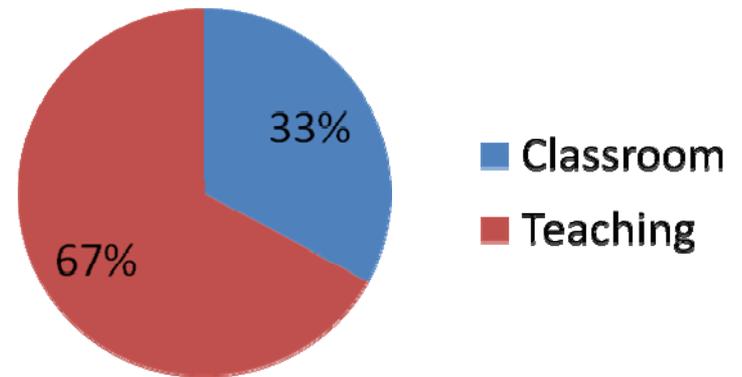
Sample 1



Sample 2

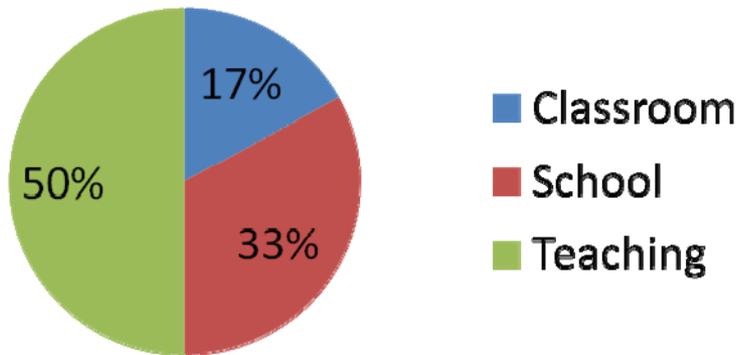


Sample 3

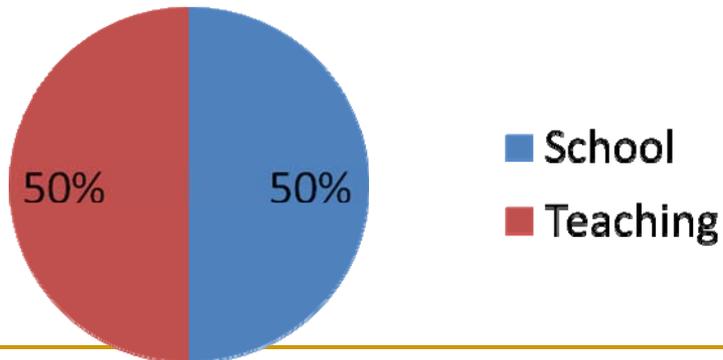


Sample Weighting – Group B

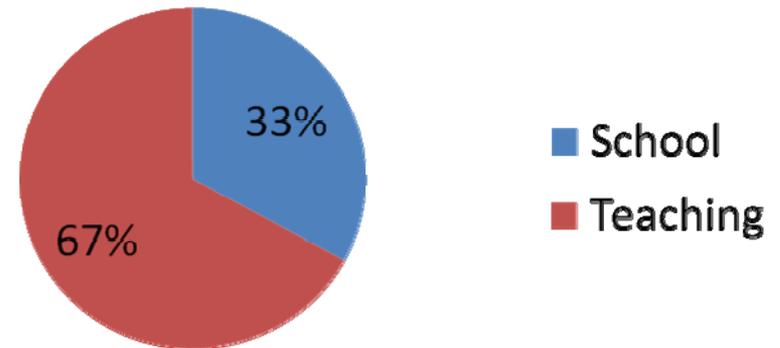
Sample 1



Sample 2



Sample 3



Framework for Principal Evaluation

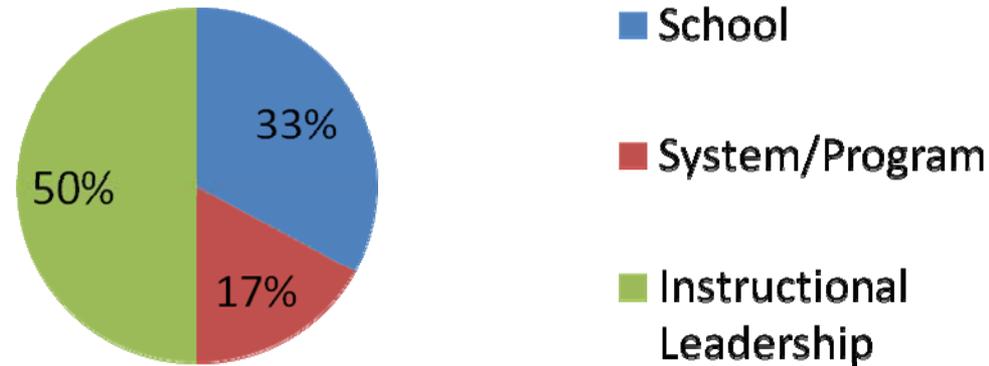
- All Principals
 - School-Level Data
 - System/Program Level Data
 - Instructional Leadership (ISLLC Standards)
-

Framework for Principal Evaluation Instruments

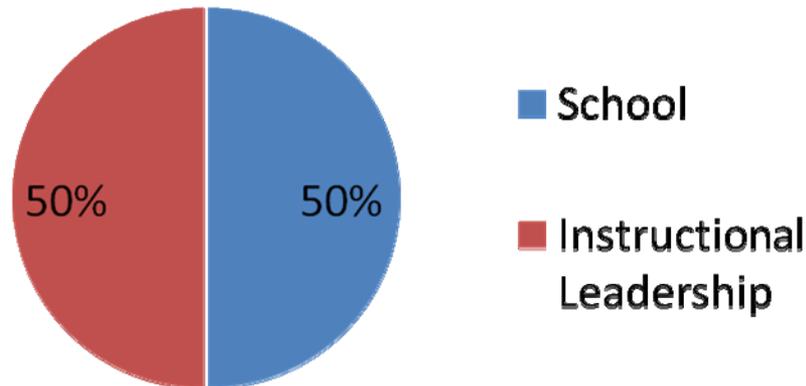
	School-Level Data	System/Program Level Data	Instructional Leadership
<p>ALL PRINCIPALS</p> <ul style="list-style-type: none"> ■ School-level elements shall account for at least 33% of evaluation outcomes. ■ System/Program level data shall account for no more than 17% of evaluation outcomes; the sum of school-level and system/program level data shall not exceed 50%. ■ Instructional leadership results shall account for no more than 50-67% of evaluation outcomes. 	<ul style="list-style-type: none"> ■ AIMS (aggregate school or grade level results) ■ Stanford 10 (aggregate school or grade level results) ■ District/School Level Benchmark Assessments ■ AP, IB, Cambridge International, ACT, Quality Core ■ AZ LEARNS Profiles ■ Other <i>valid</i> and <i>reliable</i> data 	<ul style="list-style-type: none"> ■ Survey data ■ Grade level data ■ Subject area data ■ Program data ■ Other <i>valid</i> and <i>reliable</i> data 	<p>Evaluation instruments shall provide for periodic performance reviews of all principals.</p> <p>LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards as approved by ABOR.</p>

Sample Weighting - Principals

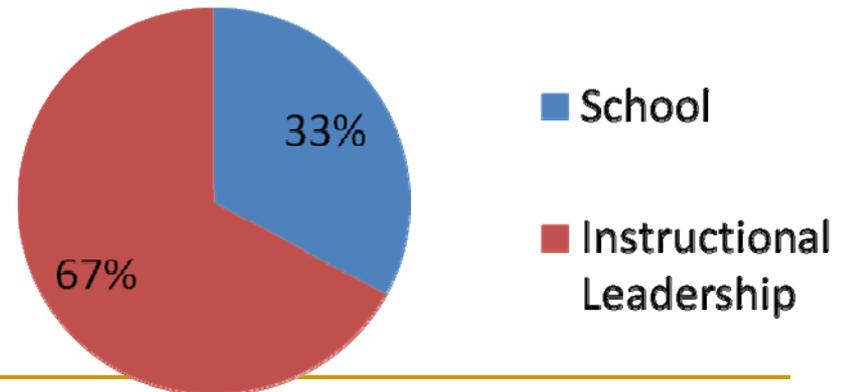
Sample 1



Sample 2



Sample 3



Current Work

- Statewide Initiative – to impact student achievement
 - Assessment Literacy
 - Instructional Leadership
 - Curriculum Knowledge
 - Capacity Building
 - Motivation
 - Student Engagement
 - Positive Teacher Work Conditions
-

Resources

- *Measuring Teachers' Contributions to Student Learning Growth for Nontested Grades and Subjects – Research & Policy Brief*
www.tqsource.org/publications/MeasuringTeachersContributions.pdf
 - *Building Teacher Evaluation Systems: Learning from Leading Efforts*
http://legisweb.state.wy.us/InterimCommittee/2011/SelectAccountability/AI_Perf%20Mgmt_Synthesis.pdf
 - **Arizona Framework for Measuring Educator Effectiveness**
<http://www.ade.az.gov/stateboard/downloads/ArizonaFrameworkforMeasuringEducatorEffectiveness.pdf/>
-

- InTASC Teaching Standards

http://www.ccsso.org/Documents/2010/Model_Core_Teaching_Standards_DRAFT_FOR_PUBLIC_COMMENT_2010/pdf

- ISLLC Leadership Standards

http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

- National Comprehensive Center for Teacher Quality (TQ Center) <http://tqsource.org/>

- *Principal Leadership Performance Review: A Systems Approach*

<http://www.sai-iowa.org/storage/PrinEval.pdf>

- *A Framework for Teaching and Its Application to Professional Development* (webinar)
www.teachscape.com/danielson
- North Carolina Educator Evaluation System
<http://www.ncptsc.org/EvaluationDocs/NCEES.htm>
- The New Teacher Project – *Teacher Evaluation 2.0*
<http://tntp.org/publications/issue-analysis/teacher-evaluation-2.0/>
- A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems
<http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>



Cochise College

Cochise College's STEM Goal is:

Increase the number of students knowledgeable about and prepared to enter a science, technology, engineering or math (STEM) field by

1. Establish both a professional and an applied engineering pathway
2. Redesign the delivery of math instruction
3. Increase the number and success of students pursuing STEM pathways
4. Reduce student barriers to higher education for students pursuing STEM pathways





Cochise College

Pathway Activities:

- ❖ Math and Science Experience: 4th through 8th grades
 - ❖ Summer Math Academies: 8th grade
 - ❖ STEM Exploration—9th and 10th grades
 - ❖ Running Start Academy—11th and 12th grades
-

Instructional Technology, Professional Development, and STEM

- Ben Reyna, Cochise and Santa Cruz County TIS



-
- Eric Brooks, Educational Program Specialist,
ADE

Cochise County
Educational Technology
Consortium

Challenges Facing Rural Schools

- Geographic isolation
 - Inadequate Funding
 - Reduction in state funding
 - Limited Resources
 - Teacher Shortages
 - Difficulties attracting and retaining qualified teachers.
-

Additional Challenges for Rural Schools

- Threat of Declining Enrollment
- Declining enrollment
- Limited Internet Bandwidth



What is Interactive Television (ITv)?

- Interactive Television (ITv) – is a digital Internet-based face-to-face, live synchronous delivery format that extends the traditional classroom environment to each participating site which allows interactive collaboration and provides a live social environment using live audio, video and associated technologies for the students (Dudding, 2009).

Why ITv Fits K-12 Schools

- Three primary application categories are generally associated with ITv:
 - **Curriculum** – as a direct delivery tool for academic courses that will meet state graduation requirements and provide advance classes to students preparing for entry into post-secondary institutions.
 - **Conferencing and Workshops** – as a means of delivering professional development activities to staff and teachers and holding administrative meetings.
 - **Enrichment Activities** – as a delivery tool providing student interaction with selected peers, experts, and celebrities for educational endeavors such as “virtual fieldtrips”.

Purpose of Interactive Television (ITv)

- Provide secondary schools with courses needed to meet graduation requirements.
- Provide advanced courses necessary for students' acceptance into post secondary institutions.
- Provide interactive collaboration and a live social environment for students.
- Alleviate geographic isolation, limited resources, and difficulties with attracting and retaining highly qualified teachers.

Additional Purposes of ITv

- Provide professional development activities and workshops as an easier, less time commitment, and cost effective approach for teachers.
 - Provide enrichment activities “virtual fieldtrips” that will reinforce and advance classroom curriculum.
-

Why ITv Fits Secondary Schools

Most secondary students do not possess ample time-management skills, intrinsic motivation, and the balancing of work-social commitments to successfully complete Web-based online courses, therefore these students need the structural format of Interactive Television to promote learning (Keane, de la Varre, Irvin, & Hannum, 2008).

Why ITv Fits Secondary Schools

Studies have shown that Web-based online courses that are used in secondary education have a 50% - 70% failure rate of enrolled high school students (Nicholas & Ng, 2009).

Cochise County Consortium Beginnings

- Cochise County Superintendent Trudy Berry provided approximately a \$13,000 grant per rural high school for the purchase of a Telepresence system to initiate an ITv classroom.



- Codec (standard)
- One camera (standard)
- Two monitors (TV screens)
- One microphone
- Speakers (standard)

Cochise County Consortium Beginnings

- Willcox High School decided to enhance their grant to create a broadcasting and receiving ITv classroom.



Cochise County Consortium Continues

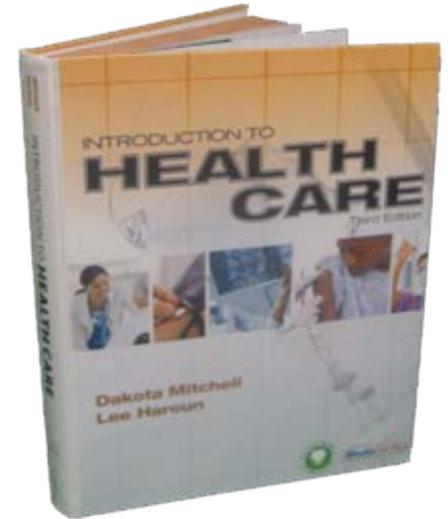
- The consortium applied for a RUS Grant in 2010 and was awarded a total of \$325,000 to purchase additional ITv equipment for the nine rural schools and a networking bridge for the consortium.
 - The consortium decided to use the Willcox High School ITv classroom as the model for adding additional equipment to the other county schools.
-

Cochise County Consortium Currently

- The consortium has already provided services for six of the high schools within the county.
 - Currently, four classes are being offered that provides curriculum to five high schools.
-

CNA Class

Certified Nursing Assistant



- Course Description:

- Health Technology Careers (HLT 100):

- An introduction to health careers including basic information such as ethics, professional conduct, infection control, safety, communication and job skills

- Statistics:

- Enrollment - Students from three high schools (Benson, Valley Union, and Willcox)
-

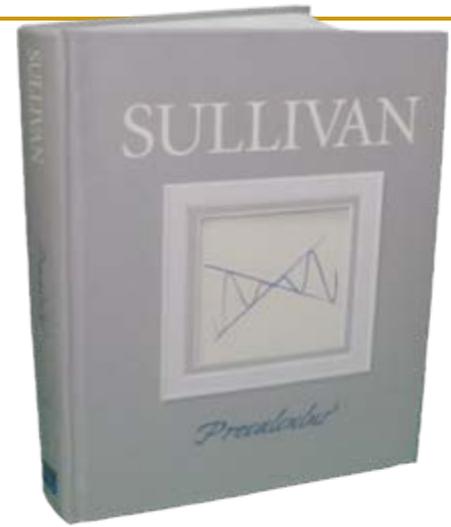
CNA Class

Certified Nursing Assistant

- Students Say:
 - “I like the way the instructor teaches in my ITv class. This allows us to interact with all of the students from each different school at the same time. I enjoy this type of class because it is never boring.”



College Math Class



- Course Description

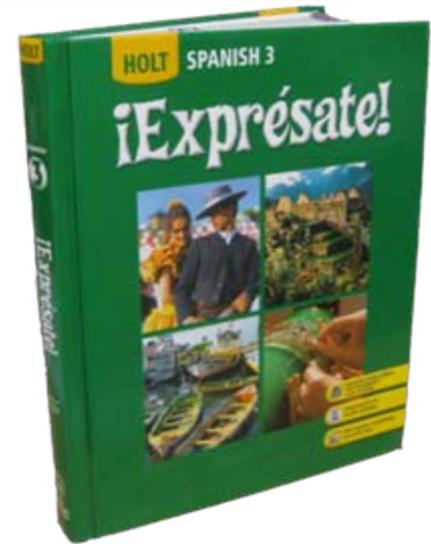
- Pre Calculus (MAT 187):

- This subject includes simplifying, graphing, and solving equations and word problems for polynomial, rational, exponential, logarithmic, and trigonometric functions.

- Statistics:

- Enrollment - Students from two high schools (Benson and St. David)

Spanish Classes



- Course Description

- Intermediate and advanced Spanish classes emphasizing listening comprehension, reading, speaking, and writing

- Statistics:

- Enrollment - Students from three high schools (Benson, Bowie, and Willcox)
-

Spanish Classes

- David Chaim (Spanish Instructor):
 - “Teaching students from other schools and providing feedback through various activities has been very successful.”

 - Mindy Sherman (Benson HS Counselor):
 - “I am so grateful that Willcox School District is willing and able to use ITv to help bring Advanced Spanish to Benson High School. Without it, my advanced students would be denied the opportunity to continue their Spanish studies.”
-

Solution to a Curriculum Crisis

- Bisbee High School's Math Department normally has three teachers. In 2010 – 2011 due to unforeseen circumstances, Bisbee had only one math teacher after the year started.
 - With collaboration from other high school members within the county, the Consortium was able to provide teachers to accommodate the math classes at Bisbee High School alleviating a major curriculum crisis.
-

Solution to a Curriculum Crisis

- Jim Phillips (Bisbee Superintendant):
 - “ITv provided two math teachers to assist us for 2nd semester classes. Without ITv, credit offerings would have been limited and it could have impacted graduation rates. Our staff and students were so grateful.”
-

Cochise County Consortium Future

- The consortium is pursuing opportunities that we feel will provide needed curriculum and activities to other school districts, counties, and individual students including:
 - Home School Students.
 - Conversations with other county superintendents to assess their needs.
 - Actively providing assistance to other ITV consortiums throughout the state.
-
- Pursuing instructional opportunities in Alaska.

Solutions

- Cochise County Educational Technology Consortium is Arizona's solution to today's K-12 educational instructional challenges.
- We can deliver instruction in an economically convenient format through ITV.



Contact Information:

doug.miller@wusd13.org

Facilitated Discussion Questions

1. How might the Southern Arizona Regional Education Center support districts in achieving the goals set forth in Arizona Ready?
 2. How do you see schools and businesses collaborating and forming community partnerships?
-

Next Steps

- The information gathered here will be compiled and reported to the Governor's Office.
 - The report should be available in December.
 - More Information and updates available at:
 - www.SAZREC.org
 - Please take a moment to fill out the evaluation in your packet.
-