

Report of the 92nd Arizona Town Hall

“Who Will Teach Our Children?”

Prescott, Arizona

April 27-30, 2008

The classroom is the intersection of society’s hopes, beliefs, fears, and everyday realities. In the global economy, more students need to reach higher levels of achievement than ever before. If the teacher in the classroom is the greatest variable in high student achievement, then how can Arizona attract, reward, and keep high quality teachers?

Participants in the 92nd Arizona Town Hall convened in Prescott for three days to address this question. To arrive at the conclusions and recommendations contained in this report, the participants identified the attributes of great teachers and discussed what Arizona must do to develop and maintain a teacher workforce that embodies those attributes. They considered effective ways to train and recruit highly qualified teachers who will meet Arizona’s diverse educational needs, focusing on the shortage of specialists in early childhood education and care, mathematics, science, English-language learning (ELL), and special education. Participants examined the impact that a teacher’s working conditions—including the classroom environment, school leadership, facilities and resources, parental and community support, and professional development opportunities—have on teacher retention and debated how to improve those conditions. Finally, participants prioritized the actions necessary to recruit, train, and retain high-quality teachers for Arizona’s students.

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Although not every participant would agree with every conclusion reached or recommendation made, this report reflects the overall consensus reached at the 92nd Arizona Town Hall.

WHERE WE ARE AND WHERE WE WANT TO BE

The Attributes of Great Teachers

No matter the grade level, the most important attributes of a great teacher include passion for education and students, pedagogical knowledge and skills, subject matter mastery, and effective communication.¹

Teachers who are passionate about education engage, excite, and empower their students, instilling in them a life-long love of learning. Great teachers have high expectations and believe in their students’ ability to learn and succeed. They are “intellectual agitators” who do not merely create comfortable situations for their students, but challenge them to learn and grow.

¹ Pedagogy is a Greek term meaning, literally, “to teach a child.” In this document it means the knowledge and actions of teaching.

They are innovative, proactive, persistent, and have fun while teaching. Great teachers also serve as role models for students. They dedicate themselves to their craft, to continuing their own education, and to reflecting regularly on their practice. They model leadership, integrity, respect, and compassion for others.

In addition to having a love for teaching, great teachers are specialists in education. They understand child development, human behavior, and pedagogy. They are aware of and value students' cultural, socioeconomic, and developmental differences, and understand how these factors affect the learning process. Great teachers also know how to effectively teach to their respective grade levels. They serve as creative brokers of knowledge, matching their skills with the students' needs. They watch for their students' hidden talents and encourage them to develop those talents. They teach content, critical thinking, and problem-solving skills. They know how to analyze and use data to help children improve and succeed. Great teachers also effectively implement a classroom management system, creating a positive learning environment for all students.

Great teachers have knowledge of the needs of the individual learners, knowledge of theories of effective instruction, knowledge about the content of their subject matter, and an understanding of their role in the school and community.

Great teachers also have a strong competency in the subject matter(s) they teach, no matter the grade level they are teaching. Great teachers combine this content knowledge with good instructional strategies to make content information relevant to students' lives. Great teachers are also great communicators. They listen to their students and develop a good rapport with them. They balance their connection with students with the

content that needs to be taught. Effective teachers also develop a good rapport with parents, colleagues, and administrators. They work in a collaborative manner with these groups and other school and community resources to ensure success for each student.

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Arizona's Current and Future Teacher Workforce

Arizona's current teacher workforce includes a well-trained and dedicated core group of teachers who enter and stay in the workforce because of their commitment to the teaching profession, their passion for educating students, and their desire to be involved in their communities. These teachers are Arizona's greatest educational asset. Their ranks include experienced master teachers and youthful idealists, each of whom brings different strengths to the table.

Arizona fails to consistently respect teachers of students from birth through college as the highly trained professionals that they are. In addition to teaching our future educators and employees, teachers are often expected to address a variety of societal factors and are subsequently sometimes unfairly blamed when students perform poorly on standardized tests. A combination of these and other factors deters many of the "best and brightest" from becoming teachers, and

affects the morale and retention of existing teachers. Unless these key issues are addressed, Arizona will continue to have problems with recruiting and retaining quality teachers.

Recommendations for the Redesign of Arizona’s Education System

Fundamental redesign of both Arizona’s PreK-12 education system and the post-secondary system that supports education preparation programs must be implemented to ensure each child in Arizona receives the quality education necessary to be competitive in a global marketplace. Training, recruiting, and retaining quality PreK-12 teachers can be improved only if Arizona restructures its PreK-12 education system and the post-secondary system. Town Hall participants have identified, in order of priority, nine items they believe must be addressed as part of this systemic change. While participants recognize that change will take time and significant resources, they believe that the nine goals must be advanced on an urgent timeline.

Fundamental redesign of both Arizona’s PreK-12 education system and the post-secondary system that supports education preparation programs must be implemented to ensure each child in Arizona receives the quality education necessary to be competitive in a global marketplace.

Town Hall participants agree that the legislature needs to be challenged to prioritize education funding, but that will not be enough. In terms of implementing these policy changes, those who support education need to advocate for themselves. They also need to educate political officials and candidates on the current and future needs of Arizona’s educational system. One way to promote this agenda would be for the education community to evaluate legislators on education bills similar to how other issue groups evaluate legislators.

Key stakeholders should be engaged as soon as possible to bring about the proposed systemic changes. Key stakeholders include, but are not limited to: Arizona State Board of Education; Arizona Department of Education (ADE); Arizona Federation of Teacher Unions; Arizona School Administrators Association; Arizona Education Association; Arizona School Boards Association; Arizona Charter Schools Association; Arizona Early Childhood Development and Health Board; First Things First Program; the county educational service agencies; Arizona School Personnel Administrators Association; the Governor’s P-20 Council; the Governor’s office; business leaders; community colleges, colleges, universities; teachers and school administrators; school boards; parent-teacher organizations; parents, philanthropic organizations and foundations; and the legislature. Arizona Business and Education Coalition (ABEC), which has already started the process of school finance reform, could be invited to be primarily responsible for heading up this project. A plan must be developed and explained to the key stakeholders individually to create support at a grassroots level.

Nine Key Priorities

The 92nd Arizona Town Hall's nine key priorities for systemic change in Arizona's education system, along with the parties responsible for that change, are as follows:

1. Define Teaching as a Distinguished Profession

Redefine and restructure the school year to encompass the entire scope of professional teaching responsibilities such as planning, student instruction, assessment, curriculum development, mentoring and coaching, professional development (including the opportunity to take graduate course work), and collaboration with colleagues, parents, and the community. A professional total compensation structure should include a 12-month work year, be commensurate with these responsibilities, and comparable to other professions.

The legislature should be responsible for adopting and funding a professional work year for teachers. Public schools should be responsible for addressing school calendars and contractual changes necessary for implementation. The state legislature and the public schools should create a transition period of no more than five years to allow for the transition of nine- to ten-month contracted teachers.

2. Promote Teaching as a Distinguished Profession

Create a marketing and public relations effort that promotes teaching as a distinguished profession, including early childhood teachers; recruits new teachers from within and outside the state; and changes the perceptions of parents, the community, and government officials regarding the schools' needs and teachers' responsibilities. The marketing plan should emphasize the value of professional teachers who are certified and highly qualified, as well as create a website that provides a one-stop portal for information (including certification) and allows teachers to apply for any state teaching job.

The Governor's P-20 council should be responsible for developing the campaign, in conjunction with the Arizona Department of Education, the Arizona School Boards Association, the Board of Regents, county educational service agencies, other education associations, school administrators, colleges and universities and business partners.

3. Provide Teachers with Professional Pay Linked with Systemic Education Reform

Global competition requires that, within 24 months, Arizona establish a statewide compensation structure competitive with professional compensation for similar skills, education, and experience, and accompanied by a well-developed performance pay system that includes student achievement as a component.

In setting performance standards, care should be taken to reward teachers who choose to work with the most challenging students. Career Ladder program components could also be used as part of the new teacher compensation system in public schools that are not presently in the Career Ladder system. Any such program should be phased in and should include measures to increase the salaries of experienced teachers. The program should also include a statewide

insurance program, be based on best practices, and include measures that assure that public schools receive information about best practices.

The State Board of Education should be responsible for achieving this systemic change. A consortium of supporters of education, such as the Arizona Education Association, Arizona Business and Education Coalition, First Things First Board, and others, should lead the effort to secure needed funding measures. A panel could be formed to investigate other pay models, with a focus on successful programs in other regions such as the one in Denver. By legislative action or initiative, Arizona must fund this new compensation structure with a new dedicated revenue source.

Arizona must have the funding to attract and retain teachers. Money is required to assure that our best and brightest enter the teaching profession. One of the most effective ways to attract and retain teachers is to recognize teachers as professionals and to compensate them appropriately. Higher salaries reflect that teaching is a valued and respected profession. Teachers should not be forced out of the classroom because of inadequate compensation. Focus should be on the teacher-child relationship, putting more money into frontline services and the classroom.

4. Restructure Arizona's System for Funding PreK-12 Public Education

The new system must be transparent, equitable, and fully fund the needs of public schools, including, but not limited to, salaries, transportation, utilities, English Language Learners, special education, and other specific specialized needs.

5. Implement a Consistent, Statewide Professional Development System with a Strong Mentoring Component

Implement a well-designed, consistent statewide professional development system based on local needs, evaluated for effectiveness against National Staff Development Council (NDSC) standards. Early childhood development education would be included within this professional development system. Technology training would be required. The program must include a statewide two-year induction program for new teachers. Part of the induction process would incorporate the notion that teaching is a profession, not just a job. In addition, it would include a well-funded, well-defined, and well-monitored mentoring program for all teachers and principals within the first three years of practice. All aspects of the system should be data driven.

The professional development systems would be designed by P-20 education stakeholders, delivered by approved providers, and monitored by the State Board of Education. This system should include development of mentoring and induction models that are structured using the mentoring and induction standards adopted by the State Board of Education. The mentoring program would be implemented at school level.

Professional development is required and critical to teachers' success. More and more teachers seek additional professional development programs. Nevertheless, there are disparities in the quality of professional development and support across districts. In some cases, teachers' professional development may not be relevant. It should be based on current research and/or

educational need. The state must sanction and support professional development over a teacher's career span. At a minimum, professional development should be made more affordable and might even be subsidized.

Some schools currently have strong mentor programs, but there is a need for consistent coaching and mentoring for teachers statewide. Teachers must feel that they can depend on others in the profession for support and training; this helps them gain confidence and competence. Experienced teachers should be given the resources, including time and compensation, to mentor newly recruited teachers.

6. Focus Teacher Recruitment and Retention Efforts in Areas of High Need

Invest in training, recruiting, and retaining a diverse group of teachers in areas of high need, including STEM (Science, Technology, Engineering, and Math), special education, ELL, music, middle-school teachers, and early childhood development. Recruitment efforts must be strengthened and incentives must be offered. A comprehensive strategy is required. Current teachers should be given opportunities and support to become qualified and certified in high-need areas.

The ADE, public schools, colleges, and universities should be responsible for teacher recruitment and retention efforts in areas of high need. This should be part of the public relations campaign.

Challenges to the educational system are exacerbated in high poverty and remote areas. Schools in these areas face teacher shortages, which result in unqualified teachers being placed in the classroom. Teacher turnover is higher and these schools suffer from funding shortages. The state should give incentives to teachers to teach in high poverty and remote districts. Technology infrastructure should be improved, and technology should also be used to provide these districts with teacher development and student learning opportunities.

7. Improve Pre-Service Programs

Assure that PreK-12 teachers are competent in subject areas, instructional strategies, and classroom management. To assure the required depth of subject area competence, a rigorous teacher-training curriculum should be required. The improved programs should include substantial field experiences, establish core competencies for each grade range, train teachers in critical thinking and technology, and educate pre-service students about the realities of the teaching profession. Additionally, the articulation and communication between community colleges and universities should be strengthened. Professional development school programs throughout the state should be expanded to include remote and underserved locations, and areas of high need.

Our institutions of higher education are responsible for teaching our pre-service teachers what they need to know in order to be prepared to enter the workforce. The State Board of Education should require analysis of student data to assess the effectiveness of educator preparation programs as part of their preparation approval process.

8. Streamline the Certification Process

Restructure the certification process in ways that enhance the pipeline, while maintaining high standards for those who teach our children. Certification is an important requirement in gaining and maintaining the respect the teaching profession deserves; however, bureaucratic barriers exist to placing qualified out-of-state teachers in classrooms. There is need for better definition of the training and qualifications needed by subject matter experts who want to work in classrooms. The State Board of Education should be responsible for revising rules and processes with input from appropriate constituencies.

Teacher recruitment and retention can be aided by simplifying the certification process. Arizona needs to expand and improve reciprocity with other states. The Arizona Department of Education should develop programs to encourage and enable teachers to be certified in multiple disciplines.

9. Recognize Early Childhood Education Within the Teaching Profession

As part of this effort, we need to strengthen the articulation and communication between community colleges and universities for early childhood education. We also need to increase the understanding of the community, the legislature, and the educational system about the importance of high-quality early care and education (birth through age 8) as the foundation of school and life success. When more children start school with the skills to be successful learners, K-12 teachers and schools can be more effective. To begin this process, program licensing should be expanded to include quality factors, certification standards should be enhanced for early education teachers, and the legislature should include funding for quality early care and education as a component of the total education system.

Teachers in early childhood programs are paid the least and need to be recognized as members of the teaching profession. There are inadequate and inconsistent preparation requirements for early childhood teachers. Although Arizona is raising the bar in terms of early childhood education, there are not going to be enough teachers to meet these needs.

Additional Recommendations

Town Hall participants made additional recommendations about steps Arizona must take to build on the strengths of its current workforce and address weaknesses so that the state can better develop its future teacher workforce. Many of the recommendations summarized in this section are discussed in more detail later in this recommendations report.

Attract New Teachers to the Profession. To cultivate Arizona's future teacher workforce, Arizona must do more to recruit students to enter into the profession, even early on in their academic careers. Teaching must be portrayed as a rewarding career path. We need a concerted statewide recruitment effort, incorporating the many existing players within the educational system. Arizona should develop a public relations campaign, focusing on the value of the teaching profession. This marketing campaign might target the top 10 percent of graduates and under-represented groups, recruiting them to the teaching profession. Additional education scholarships should also be offered.

In addition to attracting new recruits, the state needs to determine why certified teachers are choosing not to teach and address their concerns. To develop a teaching workforce that will meet Arizona's needs, it is also critical that Arizona recognize its human capital, such as professionals entering the teaching workforce from other professions. Those individuals would bring new energy and new perspectives and should be encouraged to enter teaching.

Improve Diversity Among Teachers. Arizona's diversity is one of the state's strengths, but it has presented challenges in the current teacher workforce. Arizona must prioritize diversification of its teacher workforce, both in terms of cultural and gender diversity, so that the diversity of the workforce reflects the diversity of the student population. Minority students should be encouraged to enter the teaching profession and provided with resources that support success in higher education. Arizona's teachers should be taught about all cultures and should be competent in the application of the understanding of how culture affects their students' learning.

Improve Teacher Preparation. While Arizona's current teacher preparation systems have their strengths, especially those programs offered by institutions of higher learning, some training approaches are outmoded. Some teachers in the current teacher workforce have not completed teacher training programs. Some teachers do not thoroughly understand their subject matter or how to teach it effectively. Classroom management, instructional strategies, lesson planning, and teaching critical thinking skills need to be emphasized in teacher preparation programs and then reinforced once teachers reach the schools.

Pre-service teachers need increased opportunities to apply new instructional learning in the classroom setting. Teacher training programs must include multiple opportunities throughout their programs for pre-service teachers to gain this experience prior to student teaching.

Teacher preparation systems also need to be evaluated and updated to meet current needs. Coursework offerings need to be restructured to include more emphasis on special education, English-language learners, early childhood development, technology, STEM sciences (Science, Technology, Engineering, and Math), and other areas of need. Partnerships among colleges, universities, and community colleges need to be supported by the state. Community colleges should have the ability and flexibility to train teachers to better meet the needs of high-demand areas.

The cost of teacher training and development needs to be absorbed—or at least subsidized—by outside resources (such as grants in partnership with colleges, universities, or foundations). Grants to cover costs of the teacher certification examination should also be considered. There needs to be a continuous improvement system, administered by the State Board of Education, that includes student achievement data to assess how educator preparation is meeting the needs of Arizona's education system.

Remove Underperforming Teachers. Underperforming teachers present a problem in the current teacher workforce because it is difficult to remove a poor teacher, absent significant documentation. Many schools keep underperforming teachers simply because there are not enough teachers to fill open positions. To improve our future teacher workforce, schools need greater flexibility for remediation and, when necessary, termination of incompetent teachers.

Create a Robust Data-Driven Process Aligned with Standards. Arizona’s academic standards serve as the foundation and provide educators a common framework from which to teach. The use of data-driven instruction shapes curriculum and empowers teachers to create instruction rich in content and problem-solving. The timeliness of year-end data needs further examination in order to evaluate direct correlation to student achievement. It is necessary to balance year-end and ongoing data to ensure student progress and achievement. The desire for teachers to remain in the profession is deeply rooted in a teacher’s ability to reflect on the impact of teaching to relevant student learning. For retention and recruitment of teachers, there must be revamping of current assessment practices and timelines at all levels (state and local education agencies).

Recruit Specialty-Area Teachers. Arizona’s current teacher workforce lacks specialty-area teachers, especially in the areas of literacy, math, science, technology, English-language learning, and special education. Teacher preparation programs and recruitment need to target these areas, and there need to be added incentives for teachers to teach in these areas.

Incorporate Technology. Many members of Arizona’s current teacher workforce embrace and understand technology. The state must continue to advance the technological literacy of its teachers; they should be properly trained in ways to incorporate technology into the classroom and be given adequate access to equipment and software to do so.

Increase Community Involvement in Schools. Philanthropic groups and businesses play a strong role in Arizona schools, helping to bring greater resources to the classroom, including mentoring and supporting civic involvement. Teachers’ ability to collaborate with the private sector must be supported to provide an enhanced learning environment for students. Increased community engagement, including finding ways for greater parental involvement, must continue to be a strong focus.

Work with the Politics of Education. The current teacher workforce is subject to the political decisions of the executive and legislative branches. These decisions can affect standards, measurements of achievement, and funding. At times, these decisions conflict with teachers’ professional knowledge of appropriate educational practices. In the near short-term, legislation must be developed and implemented to support the recommendations of this report.

Address Future Demands. The curriculum needs to emphasize preparedness for the 21st century, emphasizing those subjects that allow our students to compete in Arizona’s high technology economy and the larger global economy. Additionally, the future teacher workforce will need to proficiently teach critical thinking/reasoning and problem solving, independent learning and how to learn, collaboration/team building, assessing and connecting information, and advanced communication skills. We also need to be aware of what aspects of the curriculum are no longer relevant and consider revising the curriculum to ensure its relevancy, taking into account globalization.

DEVELOPING THE PIPELINE

Teaching Our Teachers: Who is Responsible and How Are They Doing?

Teacher training and development is a shared responsibility of Arizona colleges and universities, along with the public schools. Arizona has colleges of education that have received national awards and recognition as exemplary programs for teacher preparation. However, issues of quality and quantity still remain to address Arizona's future needs. Arizona's colleges of education are not turning out enough graduates to fill the available teaching positions, partly because new students are not applying to education programs at a rate commensurate with population growth and attrition. Institutions of higher learning need to improve their recruitment of educators. They have done a good job trying to open up new channels for bringing new teachers into the profession, but more must be done in this arena.

First, as discussed above, colleges and universities need to work with the state to change the public's misperceptions of teacher training and teaching's importance as a profession. They need to sell what it means to be a teacher and encourage excellent students to become teachers. Universities should teach to the highest standards of proficiency for the profession and should treat every student, regardless of major, as a potential teacher. Colleges and universities also need to explore partnerships with high schools to work directly with students interested in the teaching profession.

Second, institutions of higher learning need to better recruit and train teachers in specialty areas such as math, science, music, English-language learning, special education, and early childhood development. Incentives for grants and scholarships should be explored to recruit teachers to disciplines where there are teacher shortages.

Third, Arizona's colleges and universities should study the quality of their graduates and determine graduates' levels of success and underlying reasons for performance levels. They should then try to determine from these studies what could be done to improve their programs, which would in turn improve recruitment. Some suggested improvements include teaching pre-service students about school finance; providing counseling for new teachers and encouraging them to get a second major to utilize their skills in needed areas; helping teachers develop strong communication skills; developing and providing courses about the education continuum; providing sufficient instruction to student teachers, especially when it comes to interactions with parents; and giving enough classroom time and mentoring for student teachers.

One of the things that Arizona's colleges and universities are doing to meet Arizona's needs for future teachers is forming partnerships with community colleges.

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Community colleges play a vital role in teacher training. Strong articulation agreements and communication are crucial in these partnerships between community colleges and universities. Advisers at community colleges need the information about what the universities are doing to tap into training for students.

Colleges and universities are also forming partnerships with school districts to improve the quality of education. Higher education institutions should understand the needs of the schools so they can adequately prepare the new teachers. Schools and school administrators should work with the colleges and universities to develop curriculum that will adequately prepare teachers. When new curriculum or theories are adapted, it is critical to allow sufficient time to see whether that curriculum or theory is meeting expectations. We should not constantly be changing curriculum, theories, or strategies. We need to wait until those changes are embedded into the system to determine whether they are meeting the desired goals.

Schools can collaborate in other ways with colleges, universities, and public schools. One area for collaboration is the development of sufficient high-quality student teacher placements. One solution would be to create incentives for accepting a student teacher in the classroom.

When new curriculum or theories are adapted, it is critical to allow sufficient time to see whether that curriculum or theory is meeting expectations.

Another example of effective collaboration is the Professional Development School Program, which is a 12- to 24-month program in which a student completes coursework housed within a school district in collaboration with a university. Some programs, however, are underutilized and have capacity for more students.

While universities are primarily responsible for teaching methods and content, the public schools, as the employer, should be primarily responsible for helping new teachers apply what they have learned, and encouraging all teachers to participate in teacher continuing education and self-improvement.

Every district needs a professional development plan that includes professional communities, collaboration, mentors, and ongoing training. Teacher training must be sustained over time. The plan should involve follow-up and accountability, allowing time for teachers to actually implement change in the classroom as they learn new techniques and continue their professional development. Additionally, each teacher should have an individualized development plan. Administrators must take an active role in the professional development plans. Schools and administrators also need to bring in resources to ensure that curriculum is aligned with the standards, and that teachers are trained in formal and informal assessments.

New teachers must be given the time necessary for development activities, and mentors must be rewarded for their work.

New teachers should be given extensive support during the first few years of teaching, with mentors who collaborate with them. For example, new teachers might have a two-year training period with intensive training from a mentor or mentors on teaching methods and specific training for various content areas. New teachers must be given the time necessary for development activities, and mentors must be rewarded for their work.

Public schools must address the economic realities of professional development. Schools must convince the community that professional development is very valuable in that it reduces the turnover of teachers and saves money in the long run. There also needs to be economic

incentives for those who undertake significant professional development, in addition to seeing results with their students.

Public schools should fully explore alternative possibilities for teacher certification, so long as the public schools take steps to ensure that the quality of teacher preparation is not affected.

Finally, public schools must recognize that strong leadership is important in terms of teacher retention. Leaders need to have a vision that is contagious. Visionary leadership can help diminish feelings of isolation. Again though, there needs to be support, financial and otherwise, for developing strong leaders.

Teacher Certification and Its Effects on Recruitment

Certification sets the standards for entering the teaching profession and ensures that Arizona's teacher workforce has a basic level of knowledge and skills. It defines the role of teachers as professionals and ensures that high standards are maintained. Standards must be kept high to ensure that teachers are perceived as professionals. Indeed, some believe that raising the rigor of Arizona's certification program would attract more and/or better quality out-of-state applicants.

Certification should be analyzed to ensure that it is yielding desired results in terms of demonstrated competence. Improvements to the certification process should be made, but the quality of teachers in the workforce must not be compromised.

Arizona's current certification process is perceived by many to be a roadblock to teaching, especially from the point of view of veteran teachers, returning retired teachers, out-of-state teachers and career-changers that want to join Arizona's teacher workforce, and districts trying to fill vacant positions in a timely manner. Certification standards are constantly evolving and often, accurate certification information is not available. Additionally, some question whether the current assessment model used in certification is valid for setting the teaching profession's standards. Some requirements such as the Structured English Immersion Requirement may not be the best indication of whether or not a teacher is adequately qualified to teach English-language learners.

Certification should be analyzed to ensure that it is yielding desired results in terms of demonstrated competence. Improvements to the certification process should be made, but the quality of teachers in the workforce must not be compromised.

A more efficient and less costly certification process would help Arizona recruit quality teachers from both within and outside the state. The Arizona Department of Education should reduce the bureaucracy and provide timely and accurate information to applicants. The ADE should improve the certification department's computer systems and provide adequate certification staff, with additional staff in the summer months. The ADE should continue to provide on-site certification services to districts and institutions of higher education as well as other conveniences to applicants such as online preparation materials and testing, and more frequent testing. The Department of Public Safety (DPS) should provide on-site fingerprinting services. The high costs of taking the required exams and obtaining certifications should be reduced or

eliminated, especially for those coming from out of state. Any future changes to the certification process should be reasonable and relevant, and must give teachers sufficient time to become compliant.

Arizona's current reciprocity rules help some move here from out of state, but they discourage others. The ADE and the State Board of Education need to review current reciprocity rules, regulations, and legislative requirements to streamline the process for qualified educators from other states to be certified that take into consideration the teachers' qualifications and experience. Professionals in the field need to consider different ways that qualified teachers from other states can be certified based on the teacher's qualifications and experience. Additionally, public schools do have the flexibility to pay an experienced teacher who wants to transfer to Arizona from another state a salary that is commensurate with the teacher's experience.

The ADE and the State Board of Education need to review current reciprocity rules, regulations, and legislative requirements to streamline the process for qualified educators from other states to be certified that take into consideration the teachers' qualifications and experience.

One of the challenges of recruiting professionals to change careers and enter the teaching profession is convincing them that they need to become certified. Arizona should attempt to streamline the certification process and make it less expensive for these individuals. Credit should be given for experience, and alternative ways of demonstrating competence should be considered when the candidate demonstrates adequate experience or education in the subject matter. Additionally, districts and universities should create partnerships to work with people who want to change careers to help them become certified, and provide mentoring to them.

Emergency certification carries with it unique opportunities and challenges. Emergency certification is necessary because Arizona's teaching needs are not being met by certified teachers. Additionally, emergency certification allows an incoming, experienced teacher to teach while fulfilling certification requirements. If the state no longer offered emergency certification, it would be very difficult to fill positions in some districts.

Emergency certification certainly has its downsides. Hiring a teacher with emergency certification lowers the value of the profession and is not a practice in other professions. It places individuals in the classroom who may know a topic well, but are not effective educators. It is also used to fill positions in special education classrooms, which puts children at risk of not being successful and reaching their full potential. Emergency certification should be used sparingly and standards for the use of emergency certified teachers (ECTs) should be implemented. Students should not have ECTs throughout their education. Additionally, districts should provide mentoring to ensure the proficiency of ECTs.

Recruiting Quality Teachers to Serve Arizona's Diverse Educational Needs

Recruitment of quality teachers starts during a child's formative years and continues through high school and college. Elementary and secondary school teacher modeling is an important part of the recruitment process. Energetic and enthusiastic teachers inspire students to pursue teaching careers. Students also learn the value of teaching from their families. When parents

praise teachers, as opposed to criticizing them, students learn that teaching is a valued profession.

The community must be educated on the value of the profession and encourage young people to enter the profession. As discussed above, Arizona needs a widespread, statewide recruitment effort. We should use a systematic approach, including marketing through ads, banners, public service announcements, and partnerships with business. Viewing teachers as heroes, at home and in the community at large, is vital to encouraging and recruiting quality teachers.

Arizona currently has some programs that have shown promise in certain populations for encouraging people to pursue careers in teaching, and recruiting quality teachers. These programs include recruitment efforts at the high schools, community colleges, and four-year colleges and universities; allowing students to obtain teaching certificates while earning their undergraduate degrees, with a promise of guaranteed employment; joint certification and master's degree programs; online certification programs; loan forgiveness programs; state grants, especially for rural and tribal districts; the Head Start Program; instructional assistance programs; non-profit foundations; 2 + 2 programs; the Great Arizona Teach-In; the Rodel Foundation Exemplary Teachers Initiative; and Future Teachers organizations.

Existing programs are effective in some circumstances, but we need to explore more meaningful incentive programs that would further assist in recruitment. These might include the following:

- Collect qualitative and quantitative data about the current programs to determine which are effective and what can be done to improve them.
- Place more emphasis on programs such as Future Educators, “Inspire.Teach,” and Alternative Secondary Paths to Certification.
- Encourage communities to adopt “grow your own teacher” programs to help people already in the community pursue degrees and/or teacher certification. Focus on recruiting from existing after-school programs, teacher aides, and retired military personnel looking for new careers.
- Encourage high school students to engage in service-learning programs where they mentor and tutor students in younger grades. If students perceive that they can be agents of change through education, they may want to enter the profession. Create “Future Teacher Associations,” much like Future Farmers of America or other similar programs.
- Recruit teachers through the UTeach model in colleges and universities. Under this model, students who might not otherwise consider teaching are encouraged to do so through paid teaching opportunities.
- Encourage existing teachers to recruit new teachers. Current teachers might be paid a signing bonus for recruiting another highly qualified teacher who signs a contract. “Teacher of the Year” nominees should be recruited as ambassadors to help get students interested in teaching.

- Remove economic barriers by subsidizing education costs, reducing or forgiving student loans, providing child care for students in teacher education programs, helping new teachers find affordable housing, and making the teacher’s first certification in the state free.
- Improve the quality of academic advisors at colleges and have them encourage students to go into teaching.
- Recruit teachers from all colleges and departments in higher education, looking for people who want to teach. Encourage students who obtain science degrees to pursue a post-baccalaureate teaching degree.
- Establish a celebration of teachers’ week on the university and community college campuses.
- Give schools flexibility to bring in new people, such as waivers for experience or stipends for hard-to-fill positions.
- Enhance the state’s teaching-related websites to make them more user-friendly.

Rural communities face their own challenges in recruiting teachers. Quality teacher certification programs need to be brought to rural communities through technology and other avenues. Also, exemplary high school seniors in rural areas should be targeted for teaching positions and online programs. Rural areas need to market themselves and demonstrate the benefits of life in a smaller town.

Teach For America and Troops-to-Teachers are two popular alternative methods for teacher recruitment. The data on the success of these programs provides mixed information.

Businesses’ Role in Developing, Recruiting, and Supporting Arizona’s Teachers

Arizona businesses can and should play a vital role in developing, recruiting, and supporting Arizona’s teachers. Most importantly, businesses can validate teaching as a profession by increasing the awareness of the importance of education, advocating for educational causes in the community and with the government, and showing support for teachers both inside and outside of the classroom.

Business leaders must draw the link between education and economic development. They should advocate for schools and teachers at all governmental levels and work with educational leaders to help lobby the legislature on important issues. Business leaders also need to advocate for education in the community, especially when there are bond and override votes. Business and educational leaders need to collaborate to convey consistent messages through the media on issues of critical importance. Businesses must take a leadership role in developing a rational, fair tax policy to ensure that Arizona has the resources it needs for education. Additionally, business leaders can run for school boards and serve in advisory capacities to school boards.

Businesses can validate teaching as a profession by increasing the awareness of the importance of education, advocating for educational causes in the community and with the government, and showing support for teachers both inside and outside of the classroom.

Business leaders can also assist teachers with their work in the classroom. Commitments of time are frequently more valuable than monetary commitments. Business leaders should encourage and provide incentives to their current and retired employees to get involved in the schools and support teachers. Business volunteers should serve as role models in the classroom and provide one-on-one interaction, mentoring, and tutoring for the students. They can judge student competitions, read to students, or even help teachers complete administrative tasks such as compiling and stapling papers. Reading programs supported by businesses, like the “Reading Seed” program, have been very valuable. Of course, all volunteers should be properly screened and prepared before being brought into the classroom.

Businesses can also assist teachers by providing schools with their expertise in content areas. A business person can co-teach a class. Indeed, we might consider targeting business employees near retirement and developing programs that allow retirees to complete their teaching coursework and certification prior to retirement. Retirees can also serve as subject-matter mentors to teachers. Businesses can also offer information in the form of lesson plans and teaching guides.

Businesses must collaborate with teachers to help convey the importance and real-life relevance of the topics taught so that students can see meaning and purpose in what they are learning in the classroom.

Businesses must collaborate with teachers to help convey the importance and real-life relevance of the topics taught so that students can see meaning and purpose in what they are learning in the classroom. Businesses can, for example, send employees to talk to students about how they apply subjects such as science and mathematics in their jobs. Businesses can also open their facilities to the students for field trips and offer students hands-on experiences, jobs, and scholarships.

Businesses can sponsor schools to provide much needed supplies and services. Businesses can also give direct support for after-school activities, offer teacher discounts, or base their educational donations on business receipts—all of which support teachers and show that the community, especially businesses, care about education. They can also partner with schools to encourage recycling, which has proven an effective way to raise money for school districts.

Outside of the classroom, businesses can assist with retention efforts. For example, businesses can provide opportunities for teachers to network with other professionals to help integrate teachers as professionals and give them reasons to stay in a community. In the absence of a 12-month teaching contract, businesses can also employ teachers over the summer to augment their income and develop additional content-area expertise that they can take back to the classroom.

Non-profit and service organizations also can provide teachers with valuable resources, including professional and curriculum development for second languages, economics, and money management. These organizations have vast resources in the form of human capital and technological assistance that should be tapped. A significant advantage of this is that the cost is relatively low. Education foundations are also helpful in supporting education because they can engage in independent fundraising and provide in-kind donations.

These suggestions are by no means exhaustive. Businesses should think creatively about what they can do to support schools, teachers, and students and maintain open lines of communication about the ways that businesses and schools can collaborate in developing, recruiting, and supporting Arizona's teachers.

TEACHER RETENTION

Classroom Environment

Significant obstacles to teacher retention include the lack of recognition of teaching as a profession, lack of time to perform all professional responsibilities, and a lack of support—including resource provision and relevant training.

The problems created by the misperception of teachers as blue-collar workers, rather than as professionals, are discussed throughout this report. These problems are manifested in many ways on school campuses. Teachers have limited autonomy over their classrooms. Increasingly, they have less control over what they teach and how they spend time in their classrooms. As control is taken away from teachers, they feel more isolated, and their creativity and excitement are diminished. Teachers need to be afforded the same autonomy, responsibility, and authority as other professionals. They should be empowered to apply their gifts and to teach.

Teachers need time to think about and collaborate with other teachers about the art and craft of teaching.

A variety of factors that limit the time available for teaching and preparation contribute to teacher dissatisfaction. In addition, the amount of information teachers are expected to teach has increased but the time allocated to classroom instruction has not.

Teachers need time to think about and collaborate with other teachers about the art and craft of teaching. They should have structured time embedded in their schedules to allow them to complete their many professional and administrative duties. Teachers need time to plan, prepare, collaborate, and strategize regarding ways to better meet students' needs. Teachers also need time to be mentored, and to connect vertically and horizontally with other grade levels and with others in the same grade level, as well as time to stay current in their chosen field of expertise. In the classroom, teachers need blocks of time large enough to allow students to focus on a subject and to learn complex and difficult concepts.

A number of additional classroom factors also affect the retention of quality teachers, but assessment of the relative importance of each factor is difficult due to the lack of data. Many of these strategies will be costly, but the costs should be evaluated in light of the importance of the goals that would be achieved.

Improve Physical Facilities. Many teachers work in facilities that do not meet 21st century standards. They have older desks, chairs, and other materials. Additionally, many playgrounds have older, unsafe equipment.

Reduce Class Size. Teachers report that class sizes, especially in the upper grade levels, have increased over the years. There is some evidence that classroom size, particularly in PreK-3 and

math classes, significantly affects both student performance and teacher satisfaction, although there are also examples of excellent schools that function well with large classrooms. Schools and early childhood centers should work to reduce class sizes, or at least provide resources to address the demands of larger classes.

Adequately Fund Classroom Needs. Many teachers lack the tools required to effectively teach—including supplies and materials—and spend their own money to subsidize their classroom needs. Additionally, there are huge disparities among schools. Some schools have two sets of books per student, while others have one set shared by the whole class. These disparities need to be eliminated.

Allow Time for Teacher Connection and Collaboration. Teacher satisfaction rises as teachers feel more connected to one another and to the business world. This time allows for teachers to work in collaboration with other educators to create and sustain a professional learning community. Technology such as intranet or e-mail lists can support and enhance communication and collaboration.

Provide Assistance for Dealing with Special Needs and Diverse Populations. The wide spectrum of diverse student abilities, English language skills, and behaviors within a class, including requirements of federal law that provide for inclusion of special needs children, causes stress on teachers. Inclusion, while philosophically sound, may take away from the time teachers have to spend with the rest of the class. In classrooms that have a wide array of student needs and abilities, teachers also should be provided additional resources, such as aides and interpreters, to assist them in working with the students and their parents.

Provide Administrative Support Staff. School and district administrators expect teachers to perform a variety of administrative tasks, but do not give them sufficient time to complete those tasks. One strategy that may be cost effective would be to make available aides and clerical staff to provide administrative support and relieve the administrative burdens on teachers.

Provide Qualified Counselors. Qualified school counselors should be provided at all schools to assist and support teachers. Teachers are often asked to be the frontline in addressing many of society's ills, including determining if students are victims of abuse, have adequate nutrition, or are receiving adequate medical care. They need assistance in addressing these issues.

Address Student Discipline Problems. Disruptive students create difficulties for teachers, and many schools and districts do not offer adequate support to teachers in dealing with discipline problems. Counselors, teachers, principals, and faculty all need to work together to establish a safe school environment. Additionally, teachers need more support from the district level to address behavior problems. Information about disruptive children needs to be shared among teachers, schools, and districts. There is a real need for alternative programs that provide a middle ground and remove behavior management issues from the classroom without getting the student out of the system.

Address Harassment and Safety Concerns. Teachers working in high-crime areas have concerns for their safety and the safety of their students. Administrators, school boards, and

public schools need to collaborate with the surrounding community and local police departments to address any safety concerns and develop zero tolerance policies regarding teacher safety. Parental harassment of teachers and administrators is also a significant problem. Administrators need to act as conduits and assist teachers in dealing with upset parents and community members. Teachers and administrators may benefit from training in conflict resolution that would assist them in dealing with harassing or obstructive parents.

Balance Testing and Teaching. While student assessment is necessary and valuable, teachers spend more time administering standardized tests today than at any time in the past. The overemphasis on testing too often interrupts and shapes the curriculum, which often results in diminished teacher creativity and enthusiasm. It also limits the time available for other subjects. We should balance the need for student assessment with the need for teachers to teach.

Recognize Teachers. We should strive to create a pleasant working environment and to provide teachers with the recognition and praise they deserve. Teachers want to be appreciated, and teacher satisfaction would be improved by programs that offer incentives, rewards, and recognition for teachers.

School Administration and Teacher Retention

Good and supportive administration and continuity of leadership all have a significant effect on teacher retention. Strong leadership—by principals, assistant principals, superintendents and other public school leadership, and school boards—is critical to effective schools. When administrators communicate with their teachers, recognize their efforts and accomplishments, and give them authority and control over their classrooms, teachers feel empowered and appreciated. Leadership must create an environment that is conducive to learning and teaching, and that supports the professionalism of teachers and establishes proper expectations for parents.

Administrators can assist with teacher retention by providing effective feedback, constructive criticism, and support for teachers, particularly novice teachers. Administrators help alleviate burdens placed on teachers by serving as a buffer between

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teachers and outside influences that may interfere with teaching; collaborating with health care and social service providers to obtain services for schools; collaborating and communicating with parents; and organizing volunteer programs for parents, community organizations, and other volunteer groups. Administrators should approach all constituencies as customers, with a respect for and an understanding of the individual roles of each party, and recognizing that the customer may not always be right.

At the school level, principals and teachers should work together to set the tone for the school, setting clear expectations for students, parents, and teachers. There should be a clear vision and a feeling of unification. Additionally, public school leadership and school boards need to be present and visibly involved on individual campuses to help establish relationships of trust with schools, teachers, and families.

Management training should be made available to help school administrators improve their relationships with teachers and inspire and motivate them. School administrators, including principals, should be provided with mentors and coaches.

Families, Parents, Guardians, and Caretakers

For Arizona students to be successful, parents, guardians, and other caretakers must value education and provide positive support. Parent/teacher respect is a two-way street. Most parents and caretakers care greatly about their children and do the best they can given their life circumstances and cultural values. Instead of assuming that families are uninterested, uninvolved, or unsupportive, schools should promote collaboration among the community, families, and the school.

Schools should also create environments in which families feel welcome. Teachers need to invite families to be involved from the beginning, not just when a problem is identified. Teachers and administrators need to familiarize themselves with the cultures, values, and backgrounds of students and families. Administrators need to work with teachers to find ways to involve families, especially at the secondary education level and in situations where parents or caretakers work. Schools also need to accommodate family members who want to be involved, but whose schedules otherwise preclude them from being involved. Schools also can assist families by offering parenting classes.

Schools should promote more effective communication between and among the school, the family, and the student, with information flowing in all directions. Better alignment and agreement about the respective roles of teachers, students, and families could be promoted by articulating the expectations for students, and families in a written compact that the parent or caretaker would be encouraged to sign at the beginning of the school year.

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Families, for their part, need to value teachers, schools, and the education of students. Some family members make a teacher's job very difficult either by not being involved at all, or by being overly involved.

Community

Communities should be invested in the recruitment and, more importantly, the retention of quality teachers; they should be part of comprehensive retention plans to keep teachers. The community should be organized so that it is a great place for the teachers to be.

Community agencies that help build strong and healthy families contribute to creating a better school environment. Groups such as the United Way, law enforcement agencies, and health services agencies can play an important role in schools. Good relationships with these agencies can contribute to a better school environment and thus teacher satisfaction. Schools should

develop a community interaction plan to assist in developing strong relationships with outside entities.

Many different sectors of the community can contribute to teacher retention. Small businesses can come together to help and support local teachers. The media can report positive information about the schools and teachers to encourage community involvement and maximize the degree to which teachers are valued. Senior citizens can also play an important role. Additionally, schools can partner with non-profit organizations to support teachers.

Political Environment

The political environment in which schools operate may have a significant effect on teacher satisfaction. School boards may offer inspired leadership or contribute to school dysfunction. There should be greater transparency in the relationship among schools, the community, administrators, and teachers. Legislators have a huge impact on schools. Unfunded mandates, political decisions, and lack of resources make it more difficult for teachers to be effective. Educators should become more involved in the political process to promote better decision making, and should seek private-sector partner advocates to assist them. Legislators should visit the schools so that they can observe first hand the conditions and programs they are affecting, and engender support for programs and resources that contribute to a better teaching environment.

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Professional Development

Teachers need to model for their students a life-long love of learning by continuing their own education and professional development. Professional development measures, however, are a double-edged sword. While there is great need for a comprehensive, connected continuum of ongoing training for teachers, the time and cost of such training can make it just another component of the “soul-crushing bureaucracy” unless it is embedded in the educational cycle, tied to specific needs and objectives, and presented as part of an overall plan. Teachers are excited by programs that improve student achievement, and professional development opportunities should be tied to and measured by their effects on student performance.

When it comes to professional development offerings, one size does not fit all. A diverse array of development opportunities should be made available to teachers. More experienced teachers need to be exposed to new best practices or encouraged to become National Board Certified teachers. New teachers, in contrast, need more intensive, in-service training and induction programs. They also need high-quality and well-defined mentor or “master teacher” programs. Mentors in such programs need to be qualified, and they must also have a positive and helpful attitude.

To be effective, professional development activities must be connected to actual teaching practices. Development should be part of a cohesive plan. To change practice in pedagogy, teachers need continuous follow up and support, and the opportunity to practice the principles

they are taught. Sustained, cohesive programs are more effective than disconnected programs that offer the “flavor of the month.” New strategies must be implemented and given time to work, so that their effectiveness can be assessed.

Additionally, professional development methods offered by public schools must be reevaluated and fine-tuned to ensure they are effective and efficient. Improvements should be implemented on an ongoing basis, taking into account teacher feedback and preferences, and data analysis.

To be effective, professional development activities must be connected to actual teaching practices.

Teachers should be taught to create professional development plans that can be objectively evaluated and measured, and tied to their specific needs, the needs of their students, and the educational objectives of their school. Ideally, individual plans should be developed for a three-year period, updated annually, and measured for relative effectiveness. Professional development programs that facilitate this specialization may have a substantial impact on student achievement.

Communities and public schools can demonstrate their support for continued professional development by providing the necessary funding. Professional development is currently funded on an *ad hoc* basis. Some public schools pay for it; others do not. To address this problem, the state might consider creating a statewide program for funding and providing professional development. Alternatively, schools could take money from Proposition 301 funds or maintenance and operations budgets. Whatever funds are available now or in the future for professional development should be deployed more effectively to fund individual professional development plans tailored to the needs of teachers in local schools.

In addition to paying for professional development, teachers should be provided with the time necessary to attend professional development programs. One solution for increasing the time available for professional development is to dismiss students early on set days. Another is to add additional days to the school calendar reserved solely for professional development.

To assure that effective professional development programs are funded, implemented, and supported, the link between such programs and teacher satisfaction and improved student performance should be established. Currently, there is little evidence that professional development activities positively affect student performance. Moreover, it is unclear how professional development programs affect teacher retention. The state and/or public schools should work in conjunction with colleges and universities to develop and implement measurement tools to assess and improve the impact of professional development on student achievement and teacher retention.

Professional development opportunities should not be limited to teaching staff. Para-professionals, administrators, and parents should all be included. For example, when professional development addresses behavior management and problem-solving, the entire administration, staff, and parents should also be trained in the methods being taught to the teachers. Educating parents regarding assessments and standardized tests would increase parental understanding of what teachers are doing in the classroom and why. Time must also be

provided for administrators, including superintendents, to participate in professional development. Not only will they gain valuable knowledge, they will send the positive and important message that professional development is valued.

Teacher Compensation

In an ideal world, Arizona's teacher compensation system would give our teachers extraordinary pay for an extraordinary day's work. That, however, is not how our current teacher compensation system works. To the contrary, Arizona teacher pay is not competitive when compared to teachers in other states or individuals in other professions. Additionally, the system rewards seniority, which is not necessarily synonymous with excellent teaching. As such, the current system of teacher pay and benefits is not aligned with Arizona's goals of attracting and retaining quality teachers.

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Arizona's teacher compensation system is antiquated and needs to be restructured. As a first step, more money needs to be made available for teacher compensation so that Arizona can attract and retain teachers with competitive salaries. We recognize that money alone does not guarantee quality teachers, but at a minimum, higher salaries would make the teaching profession competitive with other professions.

By the end of the 2010 legislative system, a statewide teacher compensation system needs to be designed so, among other items, it rewards performance rather than just longevity. A comprehensive overhaul of the teacher compensation system will require careful planning over the next two years to enable its implementation when there is an economic turnaround as it will require the infusion of significant new investment in education in support of Arizona's future positive economic viability. Pending adoption and implementation of the new statewide system, incremental funding increases must be implemented in the 2009 legislative session.

Teacher pay should be comprised of several different elements. Permanent salary should be based on a carefully constructed matrix that includes longevity, educational achievement, student achievement, leadership, professional development, and other factors relevant to teacher qualification. For example, the package could include an element of base pay, performance pay, and market-based or differential pay.

Permanent salary should be based on a carefully constructed matrix that includes longevity, educational achievement, student achievement, leadership, professional development, and other factors relevant to teacher qualification.

Base Pay. Teacher base pay should be significantly increased, and should provide a competitive professional wage for all teachers. Additionally, salaries should keep up with inflation. Special consideration should be given to bringing the salaries of non-unified public schools into alignment with the unified public schools, and providing uniform compensation systems for early education and care providers, elementary, middle school, and high school teachers. The state might consider adopting a statewide pay scale, which would eliminate portability concerns and disparity among districts, but might raise concerns about issues of local control.

Performance Pay. Teachers should have an opportunity to receive performance-based compensation that rewards teachers' overall professional performance. Given the difficulties with quantifying teacher performance, especially because students may not perform well for reasons beyond the teachers' control, mutually agreeable measures of success would need to be developed that focused on teaching conditions and individual student growth. Performance pay could be linked to a broad matrix of meaningful considerations, including student achievement, so that a single metric would not unfairly or inappropriately affect teacher compensation. Tests alone should not be used to measure performance. Performance-based compensation should be an enhancement that is significant in dollar amount, a minimum of \$4,000 or more. When performance-based pay is implemented, public schools should retain flexibility to implement a system of both incentives and consequences tied to performance.

Performance pay could be linked to a broad matrix of meaningful considerations, including student achievement, so that a single metric would not unfairly or inappropriately affect teacher compensation.

Market-Based or Differential Pay. Teachers with in-demand skill sets, or those who serve students with special needs, should receive differentiated salaries. If a school needs teachers with certain skill sets, the schools should be able to set the compensation at the level that would attract teachers with those skill sets. Additional market-based bonuses may be needed to attract and retain qualified teachers to high-poverty, remote, and rural areas.

Career Ladder. Data indicate that the implementation of Career Ladder programs by school districts has been effective in attracting and retaining qualified teachers. A Career Ladder plan looks at the teacher's individual performance, the achievements of the teacher's students, the teacher's commitment to professional development, and the teacher's peer contributions, in order to determine compensation. These data should be brought to the attention of the legislature, which routinely threatens to eliminate such programs. While there are improvements that can be made to the Career Ladder program (some believe it depends too much on faculty input), this type of program should be expanded, not eliminated.

Differentiated Contract Options. Public schools could attract and retain teachers by offering a flexible array of contract options, including twelve-month contracts, part-time contracts, and job-sharing opportunities. Current teacher contracts generally run for nine or ten months. The state should move to a twelve-month contract. This change would enhance the public view of teaching as a profession. Additionally, it would give teachers time for classroom preparation, training, and in-services.

Because we all have a vested interest in ensuring that our children emerge from our education system as productive, responsible citizens, it is the responsibility of all Arizonans to make sure that educators are well paid, including adequate benefits. The governor and the legislature should support these changes by providing needed additional funding authorization. Local school boards must advocate for and implement these changes.

Thinking Outside of the Box: Supplemental Sources of Teacher Compensation

It is the state's responsibility to adequately fund education. Partnerships with the private sector should not be seen as a way for the state to avoid compensating teachers. We will have been successful as a state when the level of recognition and compensation for teaching professionals is such that teachers no longer need to worry about discounts on housing, help with security deposits, or other forms of additional funding for teacher compensation. Until fundamental changes have been made to Arizona's teacher compensation system, however, public-private partnerships in the forms of donations, subsidies, and other types of supplemental income are required to attract and retain quality teachers. None of these programs, however, should supplant the funding that must be provided by the state.

Programs that would lower the cost of basic necessities, such as insurance, child care, housing, and advanced education, could effectively increase the standard of living for teachers, and thereby help attract and retain qualified teachers. These programs should be pursued and administered with care. They could be perceived as perpetuating the misperception that teachers are not professionals.

Insurance. Another potential source of supplemental teacher compensation may come from reorganization of teacher insurance benefits. If all public schools chose a limited number of insurance companies, premiums would be lower and the monies saved could be used for teacher compensation. Alternatively, teachers could be included in the existing state insurance systems, or other statewide teacher insurance programs could be created.

Child Care. Public schools could subsidize child care, or provide child care on site.

Housing. Community programs to construct and fund low-rent housing for teachers could significantly address the disparity between costs of living and teacher incomes. Communities should consider approaching lending institutions and the American Banking Association to suggest that they donate or make available at a deep discount distressed and foreclosed properties that could be purchased by local community foundations or cities to provide teachers and other public employees with affordable housing. Lower interest rates on mortgages could also be made available for teachers. Partnerships could be established with the real estate industry to provide affordable housing for teachers in the communities in which they teach.

Cost of Advanced Education. Programs that significantly reduce the cost of continuing advanced education, such as tuition discounts, waivers, or loan forgiveness, could encourage more teachers to enter and stay in the profession.

Other Non-monetary Benefits. The ADE and public schools should do a better job of educating teachers about the non-monetary benefits available to them. There are corporate giving programs offering mini-grants for educational purposes, such as classroom libraries, musical instruments, and special projects. One way to publicize the availability of supplemental resources would be to hire a development professional, who could be shared across districts. This person could develop partnerships between schools and industries, and help teachers become aware of non-traditional funding sources.

School districts should also pursue cost savings from basic programs and reprioritization of funds to free up additional funds for teacher compensation. For example, some schools are collaborating with municipalities on shared facilities. Schools could also collaborate with the Department of Corrections to obtain low cost labor to clean schools and do building maintenance in the summers. This would free up funds while allowing people who are already in our neighborhoods cleaning streets and performing other community services to support the education system. Older students could be used to assist teachers in lower grades as peer teachers or teacher aides.

Special tax breaks and economic incentives for teachers should be considered. Teachers are eligible to receive a \$250 federal tax deduction for classroom supplies that they purchase. This credit should be extended.

TECHNOLOGY AND ARIZONA'S TEACHER WORKFORCE

Students need to have the technological proficiency to meet the needs and expectations of higher education and the private sector. PreK-12 teachers need to be able to connect with their students through technology. Technology has fundamentally changed the way students think, the way learning occurs, and the way students interact socially. Teachers need to understand how students are using technology and be adaptable in terms of using technology themselves.

Technology...supports teacher efficiency and effectiveness, as well as collaboration among students, teachers, and parents. Technology allows teachers to customize instruction to meet students' individualized needs, effectively and efficiently monitor student progress, and expand information available to students and their parents.

Technology is critical in today's classroom. It supports teacher efficiency and effectiveness, as well as collaboration among students, teachers, and parents. Technology allows teachers to customize instruction to meet students' individualized needs, effectively and efficiently monitor student progress, and expand information available to students and their parents. It also allows peer-to-peer teaching. Teachers need to become aware of

the plethora of information available online. Textbooks and other reference materials should be made available online and updated daily as the material changes. Arizona needs to capitalize on technology in terms of long-distance learning. This is especially important for remote areas.

While technology has its place in the classroom, it is not a panacea. When using technology, the focus should be not on the technology itself, but on using technology as a tool to engage students, teach content, and provide students an avenue for communication and presentation of their learning. There is still a strong need for basic skills, separate and apart from technology. We need to ensure problem-solving skills are not lost as a result of technology and that the Internet does not become a substitute for libraries. Additionally, technology should not replace the teacher's ability to discern the needs of their students and work directly with other teachers. Teachers need to model and teach responsible and ethical use of technology, and to be cognizant of issues pertaining to privacy and plagiarism.

Technology also has many potential uses outside of classroom instruction. Arizona could develop a data system that is easily accessible to school personnel to help them determine where

we need teachers. Technology platforms also need to be shared across school districts. Technology can be used for professional development and teacher training. Almost half of the current teacher preparation programs can be accessed online. We also need to embrace software tools that are being used in other countries and make them available to teachers in their homes.

One of the greatest obstacles to the effective use of technology is access. Access to technology and technological infrastructure currently varies across districts, schools, and even classrooms. The state needs to provide a “baseline” level of technology in every classroom, standardizing access to equipment and software and making technology equally accessible to all teachers and students. The legislature needs to change the school funding formula to include the costs of technology, and must be held accountable for funding the acquisition, implementation, and maintenance of both infrastructure and available technology. Corporate partnerships could be utilized to augment funding for technology.

In addition to providing access to technology, we must provide technology training to teachers. Teachers should not only be trained about the functionality of technology, but they must also be trained how to maximize student learning using the available technology. Teachers need to have the technical skills

Schools of education need to integrate technology training into the curriculum so they are preparing teachers who understand that technology is central to how students learn.

to interpret and analyze student performance data. Schools of education need to integrate technology training into the curriculum so they are preparing teachers who understand that technology is central to how students learn. Public schools need to show existing teachers how to integrate technology into their practice and preparation, pay for that training, and give teachers time to make technology a priority. As we train teachers, we must keep in mind that there is often a gap between existing technology and what is actually available in the classroom. New teachers need to be adaptable enough to use technology and if need be, blackboards and chalk. More senior teachers may need training in technology so that they do not become obsolete in terms of ability to effectively use technology.

MAKING IT HAPPEN: FUNDING AND IMPLEMENTATION

Revenue Sources for Funding Teacher Training, Recruitment, and Retention

Schools use many different resources to attract, train and retain quality teachers. Federal funding is an important resource. Federal funding streams can be used to pay stipends for teachers in hard-to-fill positions, and may be used for recruiting and retention. Overrides allow schools to reduce class sizes, but they also result in disparities between public schools. Significant funding is generated by the 9.3 million acres of state trust land. Changes could be made to distributions of these funds, but there is concern that the state trust lands are a limited resource. The use of statewide bonding to pay for the cost of school facilities, as suggested by Governor Janet Napolitano, could increase the amount of revenue available to pay education costs.

Available funding should be allocated on the basis of overall need, not on the basis of revenues generated by a particular district. Consideration should be given to special needs for teacher salaries and retention, rural schools, special education, transportation, ELL, and other specific

and specialized needs. Some public schools do not have a large tax base, or a large business community that might augment public school funding with philanthropic efforts. Public schools with a strong tax base could contribute funds to the state pot, which could then be share with less wealthy public schools. Acknowledging that our communities value local control over schools and that some local control would be lost with this proposal, it is imperative to equalize funding across the state.

To increase teacher salaries to a level that is comparable to other states and industry norms would require an increase in funding. If we are to achieve these changes, a fundamental shift in mindset will be required. Merely tinkering with adjustments to existing funding sources and formulas will not be sufficient to address the problem. Instead, We need to reprioritize and change the current funding process, which starts with determining the funds needed for operations and then uses what is left to pay the remaining priorities.

Available funding should be allocated on the basis of overall need, not on the basis of revenues generated by a particular district... we need an entire redefinition of the education funding formula.

Funding of teacher salaries at an increased level will require that we identify ongoing and dedicated sources of revenue that will not evaporate through legislative action. Public schools are concerned that funding streams for teacher compensation may disappear, leaving them unable to fund those obligations on a continuing basis. For example, Prop 301 revenues dedicated to increased teacher compensation will end in 2021. Budget override funds also may not be continued permanently. A statewide omnibus initiative to provide dedicated funding for education should be considered.

Any significant change in teacher compensation will require a tax increase. Arizona has a large population of taxpayers who do not perceive that education funding is important. Sixty-five percent of Arizona households have no school-aged children, which makes it difficult to secure the necessary approval to increase school funding. The resistance of such people to tax increases must be overcome. We need to sell taxpayers on the value of education if we have any hope of relying on taxes as a funding source. Taxpayers need to be convinced that they are getting their money's worth. A proposed tax increase will only be acceptable by taxpayers if they recognize that it will be closely linked to real and well-defined reform within the system.

In Arizona, a two-thirds majority of the legislature is required to raise taxes, which makes it difficult to increase the amount of funding for schools. Families need to be more vocal so that their legislators understand how important it is to fund education. We also need to change the perception of those state legislators who do not recognize the value of excellent education to the economic well-being of the state. If need be, Arizona could elect more legislators who strongly support these proposals.

The principle source of permanent funding capacity is property taxes. Arizona should consider reinstating a uniform statewide property tax to fund education, with concessions considered for lower income and other financially challenged property owners, that would fund all public schools equally on a per pupil basis. One alternative to enacting a uniform property tax would be

to fund education with sales tax. However, a big concern with sales tax funding is that when the economy slows, funding decreases.

Arizona should revisit the analysis of our tax system that was performed when Governor Napolitano was first elected. That information appears to be sitting on the shelf, rather than being used to reform aspects of the funding system that are not working. In addition, the programs and information developed by private foundations should be made available more broadly. For example, the Rodel Foundation's "Lead with Five" study made specific recommendations for the improvement of Arizona's education system and the re-prioritization of funding, and those recommendations should be seriously considered for implementation. Arizona should consider new sources of dedicated tax revenues such as internet sales, user fees, and real estate transaction fees.

While the tax credit for donations to public schools is helpful, it is not a reliable source of funding and is "inherently inequitable." Reliance on this source of funding exacerbates the gap between poor schools and schools in more affluent areas. On the other hand, parents have a sense of control when they are able to designate a specific school, class, or program through a tax credit. To the extent that this source of funding is relied upon, school districts should be given the flexibility to use donated funds. Districts could market the program more effectively and encourage donors to split donations between their home school and the district at large.

Schools also should reconsider how available funds are being used. Cost savings and reprioritization of funding may address some of the funding issues. Resources need to be pooled. Public schools could join together to create a consortium to provide professional development, perform data analysis, and to create community resources across neighboring districts. To ensure smaller districts are not penalized, all resources could be distributed through a state fund.

For early childhood programs, funding sources include federal and state funding. Because this funding is inadequate, the number one revenue source for early childhood programs is parent tuition. This directly impacts the ability for early childhood programs to hire quality teachers.

Private schools benefit significantly from donated funds. Philanthropy is an important source of funding for education, and it should be encouraged. Schools could make better use of local community foundations to establish funding sources to increase teacher compensation. Foundations could offer fellowships to pay for the education of math and science majors as an incentive to them for entering the profession. The opportunity to increase funding through targeted donations by businesses and individuals should be further explored. Business partnerships have a greater chance of success if they are program based, as opposed to simply holding out the hat and asking for money. Business people also may be motivated to contribute to higher teacher pay if they perceive that their contribution will have a significant effect on student achievement.