

# ARSA REPORTS

Spring 2018

Official Publication of the Arizona Rural Schools Association

in this issue...

## Message From The Director

By Wes Brownfield, Executive Director

- Page 1 • From the Director
- Page 3 • Featured School  
District: Chino Valley
- Page 4 • Featured School  
District: Chino Valley  
(con't)
- Page 6 • TOYS 2017
- Page 7 • Featured Business  
Partner : GCU
- Page 8-11 • A Shortage in Teachers  
brings about Changes  
in Certification
- Page 12 • 2017 TOY Finalists
- Page 14 • How I made Friends  
with my Legislator
- Page 15 • 2017 Golf Tournament
- Page 19 • ARSA Executive Board
- Page 20 • General Meeting  
Reminder

Happy New Year to you all.

I want to thank you for your support of ARSA.

As you know, Cristina and I are taking over the Executive Directorship from Don and Connie German, who did an extraordinary job growing our organization. It is an honor to lead this organization and a real challenge to follow in the German's footsteps.

I tell everyone who will listen to me that what I most love about ARSA it that it is a group of educators who take what they do very seriously, but rarely take themselves seriously; we can do a lot with that kind of energy.

I hope to help ARSA become a resource for all our members. We know many of our districts want to develop useable sustainable professional development which teachers can take back to their classrooms and use right away, and is reinforced often enough for teachers to master the concepts.

We are committed to providing this opportunity at our annual conference. Thanks to Little America, we have more space for professional development at our next conference. We also hope to develop a platform for follow-up with participants on selected breakout sessions from the conference.

Another service ARSA hopes to more fully develop is creating a forum for districts and our business vendors to discuss district needs for goods and services and the solutions our vendors and business Partners offer. Our business members have a deep understanding of rural school problems and solutions; the more ARSA can facilitate these relationships, the more help we can be to our members.

Our Teacher of the Year nominations will open in April. We will also open membership renewals in May. Our next General Membership meeting will be June 12 at the ASA summer Conference in Tucson at the El Conquistador. Don't have too much fun the night before; we start at 7:00 AM.

Please let me know ARSA can better serve our rural district needs.

Thanks,  
Wes



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# FEATURED MEMBER SCHOOL DISTRICT

## *Get to Know: Chino Valley Schools*

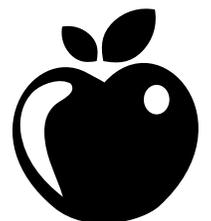


Chino Valley Unified School District is located on the rolling high plains grassland in rural, north-central Arizona. Situated on Highway 89 between Ash Fork and Prescott, Chino Valley is home to 2450 students who attend one of four schools. The district has a school configuration of pre-k thru 2nd grade, 3rd-5th, 6th-8th and 9th-12th. CVUSD is also home to approximately 250 employees including about 120 certified staff members.

Chino Valley prides itself on being responsive to the needs of individual students with a special emphasis on Career and Technical Education. With one of the highest graduation rates in the state (96%) over 80% of CVHS students have participated in CTE programming with over 65% of them completing at least one CTE coherent sequence. CVHS CTE students routinely serve as state officers in their program related CTSO. Programs offered on the CVHS campus include Drafting and Design and college dual enrollment programs with Yavapai College include: Culinary Arts, Computer Networking Technologies, Agribusiness and Medical Profession (Sports Medicine). Further, CVHS offers 56 academic and CTE dual enrollment courses in conjunction with the college. Each year graduating seniors and their parents express gratitude for the opportunity to earn free college credits while in high school. This success has encouraged students to finish programs and degrees in the post-secondary world and directly resulted in over 2 million dollars in scholarships being award to the Class of 2017.

Chino Valley Schools are also home to National Champion Archers from both Del Rio Elementary and Heritage Middle School. In a partnership with Arizona Game and Fish, Chino Valley students have become avid students of archery and the program has recently expanded to the high school. Academically, Chino Valley has produced champion Robotics Teams, wrestlers, baseball teams, boys and girls soccer teams and track and field. Chino Valley is home to several students who have successfully competed at National History Day. Further, CVHS is the publishing school for the Northern Arizona Edition of *Since You Asked* a book that is part of the Veteran's Heritage Project, a permanent special collection housed in the Library of Congress.

Chino Valley is not without the challenges faced by many rural school districts: crippling poverty, high student mobility, high teacher mobility/shortage, above average numbers in special education, double the state average of homelessness, and language learners. However, through strategic community partners, the students and staff find success. In a partnership with Chino Valley Family Church, each week of the school year 280 students are provided with weekend meals. This amounts to almost 86,000 meals per year. In



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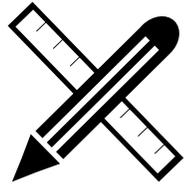
## FEATURED MEMBER SCHOOL DISTRICT

### *Get to Know: Chino Valley Schools*

another partnership with Grace Baptist Church, over 200 students are given new shoes to wear to school. Yavapai Regional Medical Center provides mobile health care in the community and the Lions Club supports arts and athletics. Local insurance agencies sponsor events including Teacher of the Month and Student of the Week. Each partnership becomes a source of support and encouragement, two things much needed in public education today.

Chino Valley Schools, like many rural districts is the heart of the community. Without strong rural schools, there aren't strong rural communities. Students and staff invest thousands of volunteer hours in the community each year with local service organizations, clubs, the town, veteran's groups and senior citizen groups. If all isn't enough to whet your appetite for this little place, then perhaps the fact that Chino Schools have a 53 acre working farm where black angus, sheep, corn, grapes and chickens are raised! And come each Labor Day weekend, you can eat all the corn you want at the annual FFA corn dinner!

Chino Valley USD is a model for focusing the advantages rural living offers, and for meeting the challenges of rural poverty and isolation.



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# Congratulations Again to our 2017 Teachers of the Year



*Way to Go!*

# GRAND CANYON UNIVERSITY FEATURED BUSINESS PARTNER

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## Rural Schools Association Article



Grand Canyon University (GCU) and the Strategic Educational Alliances Department strive to serve, support and inspire the K-12 community. As a part of this mission, the University offers outreach through participant programs for pre-K through 12th grade educational organizations. GCU's public school alliance, Participants in Learning, Leading and Serving (PLLS), offers a number of benefits to Arizona schools. Although GCU is located in the heart of Phoenix, there are still many benefits available to rural school districts and their students.

Firstly, GCU offers professional development, coaching, mentoring, and consultation services all over the nation through the TodaysLearn program. GCU's TodaysLearn uses an extensive database of TodaysLearn experts that are available to travel to meet any school or district needs. Subject matter is fully customizable and the experts are well-versed in current trending topics such as classroom management, differentiated instruction, designing STEM curriculum and much more. In addition, through a partnership with Code.org and Science Foundation Arizona, GCU has become recognized as a Code.org Professional Learning Partner. As a result, if schools or districts can gather 25 educators, Code.org facilitators will travel to school sites to provide free to high-quality workshops.

In addition, for high students, GCU offers dual enrollment courses online for a nominal fee of \$52.50 per credit. In order for schools to offer these courses on campus, the teacher must have a Masters degree and at least 18 credits that are subject-specific. There is a wide variety of online dual enrollment courses that student can take as well. Students taking advantage of this modality for earning college credits can drastically reduce college tuition by entering college with up to 32 credits.

The Participants in Learning, Leading and Serving alliance also provides scholarship opportunities for students, staff, spouses of staff, and parents of students that are aligned with public schools throughout Arizona. High school students graduating from a PLLS participant high school will receive a minimum institutional scholarship package of \$3,750 per academic year. The total GCU scholarship package could be higher based upon a student's level of academic merit, program of study, and registration date, in addition to other factors. The PLLS alliance also provides a 10% scholarship to faculty, staff, and governing board members for undergraduate, graduate, and doctoral degrees, as well as non-degree single courses and continuing teacher education courses. Spouses of staff and PLLS parents receive a 5% scholarship for these same programs and course offerings.

The PLLS alliance program also allows rural schools access to GCU's Online Job Board and Lopes Leap to Teach events. The Online Job Board allows Strategic Education Alliance schools and districts the ability to post employment opportunities and search for applicants. Similarly, Lopes Leap to Teach events invite schools and districts to GCU to meet College of Education students. These offerings seek to address the teacher shortage in Arizona.

Grand Canyon University is always looking for additional ways to assist school communities. By working together to create meaningful relationships that drive change, we can improve the education system and empower young learners. For more information on the Participants in Learning, Leading and Serving alliance program for public schools, contact Jennifer Johnson at [Jennifer.johnson@gcu.edu](mailto:Jennifer.johnson@gcu.edu).



# “A Shortage in Teachers brings about Changes in Certification”

## Rural Schools Association Article

Due to legislation passed last fall, there are many changes that are occurring in order to put more teachers in the classroom. You have to decide who is qualified and who is not qualified to teach your students.

The following is a short synopsis of the major certification changes adopted by the Arizona Board of Education..

Who will be providing teacher preparation programs?

- Alternative Education Preparation Programs

An organization that includes universities under the jurisdiction of the Arizona Board of Regents, community colleges in this state, private postsecondary institutions licensed by this state, school districts, charter schools, professional organizations, nonprofit organizations, private entities and regional training centers that oversee one or more educator preparation programs which wishes to offer a program for an alternative route for the certification of teachers and administrators in this State must apply to the State Board of Education.

- Classroom-Based Alternative Preparation Program Approval Process

A school district or charter school may apply to the Board for approval as a Classroom-based alternative preparation program provider. Verification that individuals to be enrolled in the program will have a bachelor’s degree from an accredited institution; Prior to August 1, 2020, individuals enrolled in the program possess: An emergency teaching certificate; or A teaching intern certificate; Individuals enrolled at a charter school classroom-based alternative preparation program are not required to possess a certificate.

Data supporting the efficacy of its teacher preparation program, which may include stakeholder surveys, completer data and student achievement data. The school district or charter school may contract with a third party provider to provide the classroom-based alternative preparation program and may use that program’s efficacy data to meet this requirement. Upon successful completion of a classroom-based alternative preparation program, an individual may apply for an Arizona Classroom-Based Standard Teaching certificate.

Who will be teaching our students?

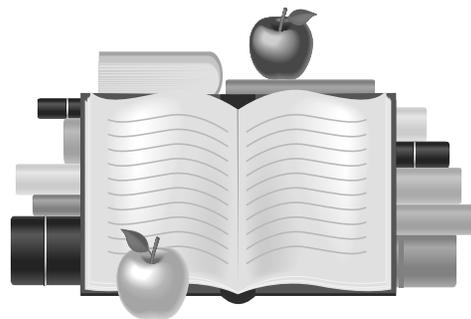
- Specialized Secondary Teaching Certificates - Science, Technology, Engineering or Mathematics – grades six through twelve.

The requirements are: One of the following: a. Demonstrate expertise in the subject matter knowledge through: A bachelor’s, master’s or a doctoral degree and twenty-four semester hours of relevant coursework in an academic subject that is specific to science, technology, engineering or mathematics; or Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in science, technology, engineering or mathematics and Verified work experience of five or more years in science, technology, engineering or mathematics and A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

*Continued on Page 9*

# “A Shortage in Teachers brings about Changes in Certification”

## Rural Schools Association Article



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

- Subject Matter Expert Standard Teaching Certificate - grades six through twelve

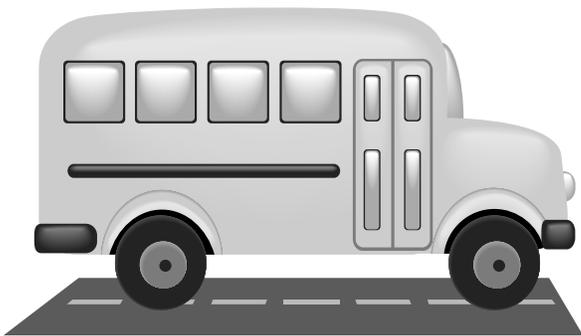
The requirements are: One of the following: a. Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in the relevant subject area of certification. An individual seeking certification pursuant to this subdivision is exempt from passing the professional knowledge portion of the Arizona Teacher Proficiency Assessment; or b. A bachelor's, master's or doctoral degree from an accredited postsecondary institution in the specific subject area of certification that is directly relevant to a content area or subject matter taught in public schools; or c. Verification of expertise through work experience of a minimum of five years in the relevant area of certification and A passing score on the professional knowledge Arizona Teacher Proficiency Assessment within two years except as provided in General Certification. And A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

An individual who meets the requirements of this section is exempt from the competency requirements of the United States and Arizona Constitutions and the subject knowledge portion of the Arizona Teacher Proficiency Assessment.

### General Certification changes:

- Unless otherwise specified, a standard certificate shall be issued for twelve years and may be issued with deficiencies. Applicants may receive a standard certificate with the following deficiencies of requirements to be completed within three years: research-based phonics; reading instruction including for students with dyslexia; professionalism and ethics; and U.S. and Arizona Constitutions.
- Provisional certificates no longer exist.
- The effective date of a renewed certificate shall be the date the evaluation for renewal is completed by the Department.
- An applicant is not required to take any portion of the Arizona Teacher Proficiency Assessment if the applicant has at least three years of full-time teaching experience in any state, including this state, in the comparable area of certification or endorsement in which the person is applying for certification, regardless of whether the applicant was certified or uncertified. An applicant is not required to take any portion of the Arizona Administrator Proficiency Assessment if the person has been an administrator in any state, including this state, regardless of whether the applicant was certified or uncertified.
- An applicant is exempt from the testing requirements for Arizona certificates if the applicant passed corresponding portions of a professional or subject knowledge examinations, or administrator examination adopted by a state agency in another state that are substantially similar to the Arizona Teacher Proficiency Assessments or the Arizona Administrator Proficiency Assessment.

Continued on Page 10



# “A Shortage in Teachers brings about Changes in Certification”

Rural Schools Association Article

- An applicant is exempt from the subject knowledge portion of the Arizona Teacher Proficiency Assessment if The applicant provides verification of teaching courses relevant to a content area or subject matter for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions; or The applicant obtained a bachelor’s, master’s or doctoral degree from an accredited institution in a relevant subject area; or The applicant provides verification of a minimum of five years of work experience that is relevant to a subject area of certification.
- Teachers in grades six through twelve whose primary assignment is in an academic subject ... shall hold a certificate, endorsement, or approved area in the assigned subject or demonstrate proficiency by passing the appropriate subject area portion of the Arizona Teacher Proficiency Assessment or as provided above..
- A teacher with National Board Certification in the subject area(s) the applicant is seeking certification(s) is exempt from the professional knowledge and the subject knowledge portions of the Arizona Teacher Proficiency Assessments.
- Notwithstanding any other provision, an individual with a deficiency in the Arizona and U.S. Constitutions who teaches an academic course that focuses primarily on history, government, social studies, citizenship, law or civics shall be issued a standard certificate subject to suspension in one year if that deficiency is not removed. The suspension is not considered a disciplinary action and the individual shall be allowed to correct that deficiency within the remaining time of the standard certification.
- “work experience” means work experience identified in the submission of a resume verified by a hiring superintendent of personnel director at the public school or the Department of Education which demonstrates knowledge or skill relevant to a subject area.
- Standard Professional Early Childhood Education Certificate – birth through age 8

Updates will continue as changes occur. Questions can be directed to Dr. Patty Horn at [patty.horn@nau.edu](mailto:patty.horn@nau.edu) or Dr. Robbie Koerperich at [koerp@holbrook,k-12.az.us](mailto:koerp@holbrook,k-12.az.us)

All certificates listed and more can be found at:  
[https://azsbe.az.gov/sites/default/files/media/Website%20Posting\\_0.pdf](https://azsbe.az.gov/sites/default/files/media/Website%20Posting_0.pdf)

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**Malcolm X**  
.....

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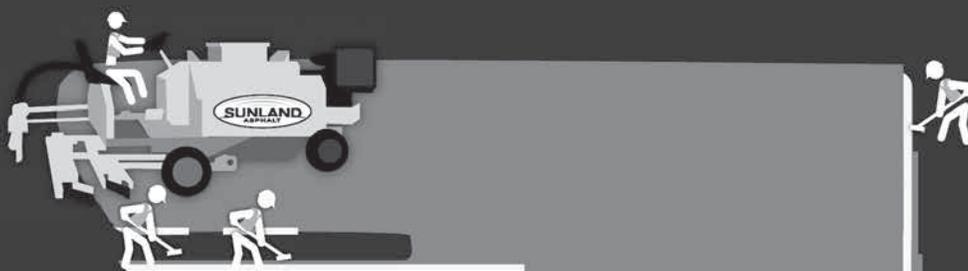
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\*MOU#3059 – The "Participants in Learning, Leading and Serving" Staff Scholarship (Arizona). This scholarship is only valid for applicants who are staff members of a "Participants in Learning, Leading and Serving" member district within the state of Arizona and submit a complete application. To remain eligible for this scholarship, additional requirements need to be met.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at [gcu.edu/disclosures](http://gcu.edu/disclosures). Please note, not all GCU programs are available in all states and in all learning modalities. Program availability is contingent on student enrollment. Grand Canyon University is regionally accredited by the Higher Learning Commission 800-621-7440; <http://hlcommission.org/>. Important policy information is available in the University Policy Handbook at <https://www.gcu.edu/academics/academic-policies.php>. GCU, while reserving its lawful rights in light of its Christian mission, is committed to maintaining an academic environment that is free from unlawful discrimination. Further detail on GCU's Non-Discrimination policies can be found at [gcu.edu/titleIX](http://gcu.edu/titleIX). The information printed in this material is accurate as of NOVEMBER 2017. For the most up-to-date information about admission requirements, tuition, scholarships and more, visit [gcu.edu](http://gcu.edu) ©2017 Grand Canyon University 17SEA0298

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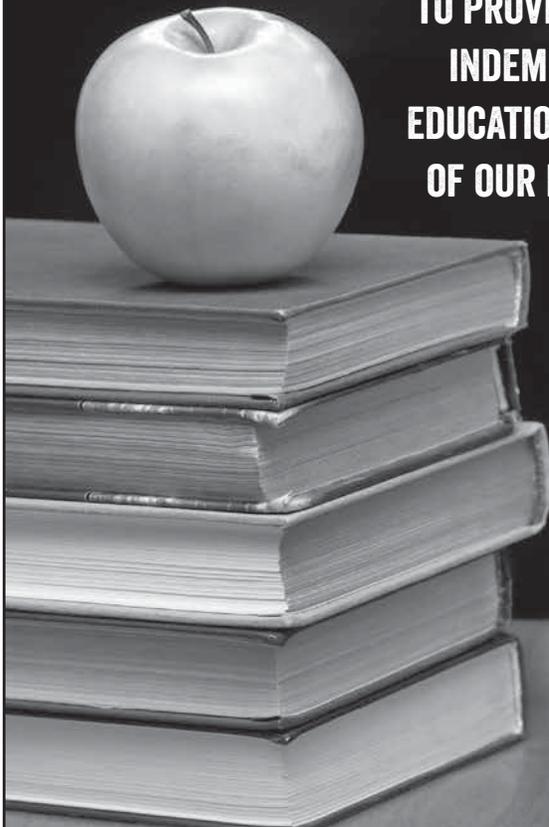
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# How I made Friends with my Legislator



*Sean Rickert ARSA Executive Board*

Once you've been involved with education leadership for a little while it becomes apparent that many decision made by the legislature directly affect our ability to effectively serve students. We work awfully hard and knowing that their actions can make or break our budgets, standards and curriculum, evaluations, assessments, and accountability measures can lead to a certain amount of gnashing of teeth. It's only natural.

Sometimes it seems there's nothing you can do about it. For my first four years two of my representatives seemed completely unresponsive. I'd send emails and get no response. What I've learned since is that this may have been my fault. Representatives receive an enormous number of emails each day of the session and throughout the year. If you want something to get through, you have to call a staffer and have them pick your message out and put it in front of them. Just sending an email doesn't get you very far. I went to meetings where I knew they would be attending and introduced myself. They never were terribly responsive, but as luck would have it they didn't last forever. Freshman legislators seem much easier to get to know. They are going to have questions, and we can provide them with the answers they need.

I did find that my State Senator was willing to meet with me. I'd contact her secretary and work around her schedule. We met periodically, and I used those meetings as opportunities to listen and learn. She taught me that there are two keys to building relationships with your representatives (just like other people) — be humble and kind.

Most decision makers are willing to talk to a Superintendent or a Principal. This includes members of the State Board, staff at the Governor's office, the Superintendent of Public Instruction, and members of the Legislature. Sometimes that is a phone conversation and sometimes it is a sit-down meeting. I much prefer the face to face meeting because its more personal. Remember we need a personal relationship. Getting a first date usually requires perseverance. These are busy people, and they don't see much value in meeting with you. I once spent six weeks trying to schedule a half-hour meeting. Don't give up. Once you're there, keep in mind that you'll need a second date to get anything done.

Taking time to establish common ground is essential. Doing this requires listening. Ask questions and work to understand what they care about. Be careful not to create barriers, and above all avoid coming across as someone who has only one thing on their mind. In other words avoid talking about money right off the bat. There will be points of contention. There are a number of other actors providing them with information that you'll want to dispute. The key is figuring out the underlying facts that can be disputed. This is accomplished by asking more questions. Once you find the root of the problem, kindly express your disagreement with the fact. Remember you are working on building common ground, so you're not disagreeing with the person — just the facts. If you offer to do some research to show why the fact is incorrect, you are offering to help them. This is much different from criticizing them for, "Gettin' it wrong." In the end you are an ally trying to help them make decisions based on good information instead of an adversary trying to change their mind. They have plenty of people in their lives trying to change their minds.

Having friends in the legislature will help you to be a more effective education leader. They won't always do what you want them to do. Remember there are lots of others influencing their decisions. But, you can take some satisfaction from the knowledge that the others are spending lots of money to buy access while you are building relationships based on a shared concern for what's best for kids. It's always better when you can get there through common ground and personal relationships instead of by paying for it. ;-)

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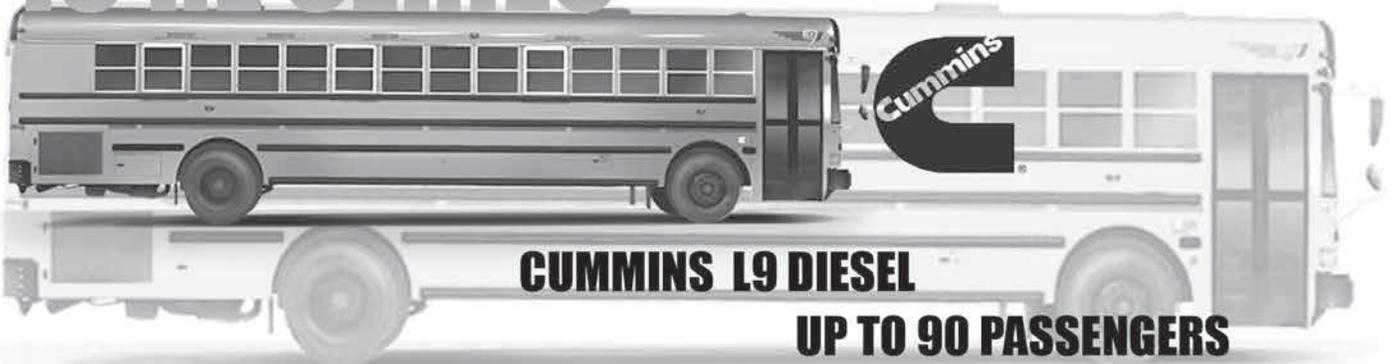
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Pima Unified School District

Central - **Melissa Sadorf**  
Stanfield Unified School District

SW - **Kevin Imes**  
Steady

Executive Director  
**Wes Brownfield**  
ARSA



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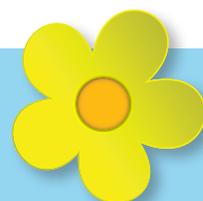
There is no end to  
education. It is not that  
you read a book, pass an  
examination, and finish  
with education. The  
whole of life, from the  
moment you are born to  
the moment you die, is a  
process of learning.

Jiddu Krishnamurti

.....

Arizona Rural Schools Association  
1551 Bainbridge Lane  
Chino Valley, AZ 86323

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## *Next General Meeting:*

*June 12th*

*ARSA Summer Conference*

*El Conquistador, Tucson*

*Officer election*

*Membership renewals May/June*

