

NOTICES OF PROPOSED RULEMAKING

Unless exempted by A.R.S. § 41-1005, each agency shall begin the rulemaking process by 1st submitting to the Secretary of State's Office a Notice of Rulemaking Docket Opening followed by a Notice of Proposed Rulemaking that contains the preamble and the full text of the rules. The Secretary of State's Office publishes each Notice in the next available issue of the *Register* according to the schedule of deadlines for *Register* publication.

Under the Administrative Procedure Act (A.R.S. § 41-1001 et seq.), an agency must allow at least 30 days to elapse after the publication of the Notice of Proposed Rulemaking in the Register before beginning any proceedings for adoption, amendment, or repeal of any rule. A.R.S. §§ 41-1013 and 41-1022.

NOTICE OF PROPOSED RULEMAKING

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

PREAMBLE

- | <u>1. Sections Affected</u> | <u>Rulemaking Action</u> |
|-----------------------------|--------------------------|
| R7-2-205 | Amend |
| R7-2-601 | Amend |
| R7-2-602 | Amend |
| R7-2-603 | Amend |
| R7-2-604 | Amend |
| R7-2-605 | Amend |
| R7-2-606 | Amend |
| R7-2-607 | Amend |
| R7-2-608 | Amend |
| R7-2-609 | New Section |
| R7-2-610 | New Section |
| R7-2-611 | New Section |
| R7-2-612 | New Section |
| R7-2-613 | New Section |
| R7-2-614 | New Section |
| R7-2-615 | New Section |
| R7-2-616 | New Section |
| R7-2-617 | New Section |
| R7-2-810 | New Section |
| R7-2-1002 | Amend |
| R7-2-1033 | New Section |
| R7-2-1301 | New Section |
| R7-2-1302 | New Section |
| R7-2-1303 | New Section |
| R7-2-1304 | New Section |
| R7-2-1305 | New Section |
| R7-2-1306 | New Section |
| R7-2-1307 | New Section |
2. The specific authority for the rulemaking, including both the authorizing statute (general) and the statutes the rules are implementing (specific):
Authorizing statute: A.R.S. §15-203(A)
Implementing statute: A.R.S. §§ 15-203(B)(4) and (5), 15-203(A)(14), 15-802.01, and 15-213
3. The name and address of agency personnel with whom persons may communicate regarding the rulemaking:
Name: Corinne L. Velasquez, Administrator
Address: State Board of Education
1535 West Jefferson, Room 418
Phoenix, Arizona 85007
Telephone: (602) 542-5057

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Fax: (602) 542-3046

4. **An explanation of the rule, including the agency's reasons for initiating the rule:**

The State Board is proposing to amend R7-2-205 to delete language related to administrative hearings on certification matters. The Board has recently adopted new rules, R7-2-701 et seq., relating to conducting hearings which will be applicable for matters related to certification.

R7-2-601 through R7-2-617 are amendments to existing rules and new rules related to the teacher certification program. These rules and amendments include the development and incorporation of a new assessment to replace the Arizona Teacher Proficiency Examination, new professional standards to replace the existing skill requirements, and new standards for professional preparation programs.

The State Board is proposing a new rule, R7-2-810, in response to a mandate that the Board adopt rules related to home schooled students participating in interscholastic activities.

R7-2-1002 and R7-2-1033 relate to school district procurement. R7-2-1002 will be amended to reflect recent changes in the dollar amounts specified in the statute and R7-2-1033 is new language which establishes the Simplified School Construction Procurement Program.

R7-2-1301 through R7-2-1307 is new language which relates to disciplinary action against a certificate holder, and includes the complaint process, review process, revocation, surrender and actions related to conviction of criminal offenses.

5. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**

Not applicable.

6. **The preliminary summary of the economic, small business and consumer impact statement:**

It is not anticipated that the rule changes or new language related to R7-2-205, R7-2-1002, R7-2-1033 or R7-2-1301 will have any economic, small business or consumer impact.

As it relates to R7-2-601 through R7-2-617, a change in the teaching and administrative standards will cause in-state universities and colleges with teacher preparation programs to review and update their curriculum offerings. This could result in more or fewer classes offered in the colleges of education. The economic impact would vary from 1 university to another, but is not considered to be significant in any event.

In addition, the new language will allow alternative teacher preparation programs approved by the State Board of Education. These programs could be offered by districts, professional organizations, private businesses, charter schools and regional training centers. Approval of alternative programs would provide opportunities for new business in the state. If those programs are sufficiently different from traditional university programs, they could attract prospective teachers who would not otherwise have enrolled in such training. It is also possible that students who would have enrolled in a traditional university program might instead enroll in an alternative program which would shift, rather than increase, the business of teacher training.

Additional assessment will be required for certification of teachers and administrators, which will most likely result in an additional cost to applicants for administration of the assessments. Requirements and additional training added to the Vocational Teaching Certificates and the Standard Adult Education will likely increase the tuition costs of an applicant or individual who seeks a vocational or adult education certificate.

In relationship to R7-2-810, the new rule allows districts to charge fees to home schooled students participating in interscholastic activities that are the same fees paid by students who are enrolled in the district. Since the participation of a home schooled student does not effect the total number of members that make up a team, is not anticipated that equipment costs will vary by allowing home schooled students to participate. Preliminary data does indicate, however, that districts are reimbursed for transportation of students to an athletic event. This reimbursement is in the form of a weight that is added to the current funding formula. Since home schooled students are not considered as "enrolled" in the school district, they are therefore not counted in the formula and the district will not receive transportation reimbursement for those students. It is believed however, that the reimbursed amount is minimal.

7. **The name and address of agency personnel with whom persons may communicate regarding the accuracy of the economic, small business and consumer impact statement:**

Name: Corinne L. Velasquez
Address: State Board of Education
1535 West Jefferson, Room 418
Phoenix, Arizona 85007
Telephone: (602) 542-5057
Fax: (602) 542-3046

8. **The time, place and nature of the proceedings for the adoption, amendment, or repeal of the rules, if no proceeding is scheduled, when, where, and how persons may request an oral proceeding on the proposed rules:**

An oral proceeding on the proposed rulemaking is scheduled as follows:

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Date: November 24, 1997
Time: 1:30 p.m.
Location: State Board of Education
1535 West Jefferson, Room 417
Phoenix, Arizona 85007

Written comments may be submitted before 5:00 p.m. on October 17, 1996, to the contact person listed in question #7.

9. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:
Not applicable.
10. Incorporations by reference and their location in the rules:
None.
11. The full text of the rules follows:

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

**ARTICLE 2. STATE BOARD OF EDUCATION
COMMITTEES**

Section
R7-2-205. Certification Review, Suspension, and Revocation

ARTICLE 6. CERTIFICATION

Section
R7-2-601. General Certification Provisions Definitions
R7-2-602. Alternative Certification Professional Teaching Standards
R7-2-603. Teacher Certification Requirements Professional Administrative Standards
R7-2-604. Teacher Proficiency-Testing Professional Preparation Programs
R7-2-605. Teacher Education Skills Requirements Duties of the Director of Certification
R7-2-606. Endorsements Proficiency Assessments
R7-2-607. Vocational Education Certification General Certification Provisions
R7-2-608. Certification Fees Elementary Teaching Certificates
R7-2-609. Secondary Teaching Certificates
R7-2-610. Special Education Teaching Certificates
R7-2-611. Vocational Teaching Certificates
R7-2-612. Other Teaching Certificates
R7-2-613. Endorsements
R7-2-614. Administrative Certificates
R7-2-615. Other Professional Certificates
R7-2-616. Fees
R7-2-617. Renewal Requirements

ARTICLE 8. COMPLIANCE

R7-2-810. Procedures for the Participation of Children Instructed at Home in Interscholastic Activities

ARTICLE 10. SCHOOL DISTRICT PROCUREMENT

R7-2-1002. Applicability
R7-2-1033. Simplified School Construction Procurement Program

ARTICLE 13. CONDUCT

R7-2-1301. Definitions
R7-2-1302. Statement of Complaint

R7-2-1303. Notification of Complaint: Investigation
R7-2-1304. Charge
R7-2-1305. Conviction of Criminal Offenses: Investigation
R7-2-1306. Reviewable Offenses
R7-2-1307. Criminal Offenses: Nonreviewable

**ARTICLE 2. STATE BOARD OF EDUCATION
COMMITTEES**

R7-2-205. Certification Review, Suspension, and Revocation

- A. The Professional Practices Advisory Committee ("Committee") shall act in an advisory capacity to the State Board of Education ("Board") in regard to certification or recertification matters related to immoral conduct, unprofessional conduct, unfitness to teach, and revocation, suspension or surrender of certificates.
- B. The Committee shall consist of 7 members comprised of the following:
1. One elementary classroom teacher
 2. One secondary classroom teacher
 3. One principal
 4. One superintendent or assistant/associate superintendent
 5. Two lay members
 6. One local Governing Board member.
- C. Selection of members of the Committee, except for lay members, shall be from highly competent educators who shall meet at least the following requirements:
1. Certified to teach in Arizona.
 2. Currently employed in or retired from the education profession in the specific category of their appointment.
 3. If currently employed, shall have been employed in this category for the 3 years immediately preceding their appointment.
- D. Appointment to the Committee from the specific categories will be recommended to the entire Board by a 3-member subcommittee appointed by the President of the Board. The subcommittee shall include the Executive Officer of the Board. All members of the Committee shall be subject to final approval by the Board.
- E. Terms of the members
1. ~~Initial appointments shall be made as follows: the elementary teacher, one lay member and the Governing Board member shall be appointed to terms which shall end on September 1, 1991. The secondary teacher, the principal and the superintendent shall be appointed to~~

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- terms which shall end on September 1, 1992. One lay member shall be appointed to a term which shall end on September 1, 1993.
2. Thereafter, all All regular terms shall be for 4 years.
 2. A member may be reappointed with Board approval.
- F. The Board may remove any member from the Committee. All vacancies shall be filled as prescribed in subsections (C) and (D), and those persons appointed to fill vacancies shall serve to complete the term of the person replaced.
- G. The Committee shall:
1. Select from its members a Chairman, Vice-Chairman, and Secretary.
 2. Establish procedures for conducting business according to Robert's Rules of Order Revised. A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.
 3. Form an Executive Committee to consist of the Committee Chairman, Vice-Chairman, and Secretary to screen complaints to determine if the complaint states a cause of action sufficient to impose disciplinary action against the certified person.
 4. Hold meetings as needed to conduct hearings or other Committee business by call of the Chairman of the Committee. If the Chairman neglects or declines to call a meeting, then a majority of the Committee may call a meeting. The Board may call a meeting as required to conduct necessary business. Notice of any meeting shall be given to Committee members 7 days prior to the meeting.
 5. Recommend the removal of any member who is absent from 3 consecutive meetings.
 6. Refer to the Code of Ethics of the American Association of School Administrators and the National Education Association to assist in determining whether the acts complained of constitute unprofessional conduct.
 7. Conduct its business pursuant to R7-2-1301 et seq. and hearings pursuant to R7-2-701 et seq.
- H. The following procedures shall apply in all disciplinary actions:
1. ~~All complaints and responses shall be made under oath on forms adopted by the Board. Complaints shall set forth the facts supporting the request for disciplinary action. Complaints filed by a school district shall be signed by the clerk of the board or the school district superintendent and must be accompanied by a certified copy of a school board resolution authorizing the complaint to be filed. A list of witnesses and all written evidence to be presented shall be part of the complaint and response. The list of witnesses shall include a brief summary of the substance of each witness' testimony.~~
 2. ~~Complaints and responses shall be received by the Department of Education Teacher Certification Unit.~~
 3. ~~Within 15 days after a complaint has been received by the Teacher Certification Unit, the following shall be delivered personally, by certified mail, or by process server to the respondent:~~
 - a. ~~A copy of the complaint.~~
 - b. ~~A copy of this rule.~~
 - c. ~~The form for filing a response.~~
 - d. ~~Notice that the response must be received by the Department of Education Teacher Certification Unit within 15 days of receipt of the documents by the respondent.~~
 4. ~~A response must be received by the Teacher Certification Unit within 15 days of the date the respondent receives a copy of the complaint. Upon receipt of this response to the complaint, the Department of Education shall forward a copy to the complainant.~~
 5. ~~The Executive Committee shall determine whether there is sufficient cause to hold a hearing. If a response is not received within 15 days, the Executive Committee may determine whether a hearing should be scheduled, based upon the information in the complaint. If the Executive Committee determines that a hearing is not warranted, its recommendation concerning the complaint shall be forwarded to the Board and the Board shall make its decision on the recommendation. If the Executive Committee determines that a hearing is warranted, the following procedure shall be followed:~~
 - a. ~~A hearing shall be held before the Committee in accordance with the requirements of Title 41, Chapter 6, Articles 1-6 (A.R.S. § 41-1001 et seq). The complainant and respondent shall be given at least 20 days notice of the hearing date by regular mail.~~
 - b. ~~The Committee Chairman may rule on procedural matters such as motions submitted. The Chairman shall make said rulings in consultation with the Attorney General's office.~~
 - c. ~~Hearing procedures also include, as follows:~~
 - i. ~~If the respondent fails to appear, the Committee may proceed with the hearing.~~
 - ii. ~~All witnesses shall be sworn.~~
 - iii. ~~All proceedings of the hearing shall be stenographically reported or mechanically recorded.~~
 - d. ~~Upon a finding of immoral or unprofessional conduct or evident unfitness to teach or practice, the Committee shall recommend disciplinary action, which may include suspension or revocation of a certificate. The Committee's recommendation and written findings of fact shall be transmitted to the Board within ten days after the hearing and copies shall be mailed to the parties by regular mail.~~
 - e. ~~Either party may file with the Board written objections (not post-hearing evidence) to the findings and recommendation and shall serve copies of these objections upon the other party within 20 days from the date of the Committee's written recommendation.~~
 - f. ~~A complete transcript of the hearing before the Committee shall be furnished to the Board.~~
- I. The Board's review procedures are as follows:
1. ~~The Board shall notify the parties of the date and place of the Board meeting at which the matter will be decided. The notice shall be sent by regular mail at least 15 days before the matter is scheduled to be considered.~~
 2. ~~The Board may affirm, reverse, adopt, modify, supplement, amend or reject the Committee's recommendation and findings of fact in whole or in part; it may remand the matter to the Committee with instruction, it may convene itself as a hearing body, or it may make any other appropriate disposition.~~
 3. ~~The Board shall review the hearing transcript and consider the Committee's recommendation and findings of fact.~~
 4. ~~An affirmative vote of the majority of the members of the Board is required for its decision and order.~~

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5. Within 15 days after the Board decision is reached, copies of the written decision and order shall be mailed to the parties.

J. Any suspension or revocation order shall be reported to the Departments of Education of all states and territories.

ARTICLE 6. CERTIFICATION

R7-2-601. General Certification Provisions Definitions

A. The State Board of Education shall issue a comparable Arizona certificate, if one is established pursuant to R7-2-603 or R7-2-607, to an applicant who holds a valid certificate from another state and possesses a Bachelor's or higher degree from a regionally accredited institution as defined in (G). Such certificates shall be valid for one year. The allowable deficiencies of Arizona Constitution, United States Constitution, and passing the Arizona Teacher Proficiency Examination shall be satisfied prior to the issuance of a standard or provisional certificate as provided in R7-2-603.

B. The State Board of Education shall quadrennially in even-numbered years review and approve the teacher certification programs and courses of all universities and colleges offering courses in Arizona which request teacher education institutional recommendation. Those universities and colleges with recognized institutional recommendation may provide their teacher education program graduates with an institutional recommendation form for issuance of the appropriate Arizona certification. An institutional recommendation may be granted to any higher education institution based on the institution submitting the following:

1. Verification of current regional accreditation and results of program specific reviews that have occurred since the submission of the last report.
2. A listing of each course which is offered as part of a program which meets Arizona certification requirements.
3. A listing of program requirements including number of hours met and sample course syllabus for each certification course offered that is not part of an approved program.
4. A listing of all part time and full time faculty, their qualifications, and the courses taught.
5. A listing of certification skills and the classes where such skills are taught including recommendations for changes to such skills.
6. A current course catalog. The Professional Standards and Certification Advisory Committee may request an on-site visit of any institution requesting an institutional recommendation. Institutions may amend their programs and courses approved for institutional recommendation on a biannual basis.

C. An applicant other than one with an institutional recommendation from a university or college with a program approved under subsection B of this rule may be certified if the applicant has completed a professional teacher education program at a regionally accredited institution as defined in (G).

D. Complete, official transcripts, an application for certification, and the appropriate fee(s) are required for an evaluation to determine if the applicant meets the qualifications for certification. Course descriptions, letters verifying employment, and other documents may be required to assist in the evaluation to determine if the applicant meets the requirements as specified in this Article.

E. Evaluations will be honored for two years from the date of the evaluation. Requirements must be satisfied and a certificate issued prior to the expiration of the evaluation, or the

applicant must reapply and will be subject to rules in effect at the time of reapplication.

F. All course work and examinations required for certification must show a passing grade or credit received.

G. An accredited institution shall be one which is listed as accredited in the current American Association of Collegiate Registrars and Admissions Officers Report.

H. High school teaching or subject assignments are the responsibility of the employing district board. Teachers teaching in a State Board required academic subject area shall have the major in the subject area specified on the certificate as indicated below. A major shall consist of a minimum of 30 semester hours.

1. English: shall have a major in English, Communication Arts, Language Arts, Literature, or English as a Second Language.
2. Essentials, sources, and history of the constitutions of the United States and Arizona, and instruction in American institutions and ideals in the history of Arizona: shall have a major in any regional history or regional geography, Social Studies, History, U.S. History, Government, or Political Science.
3. World history/geography: shall have a major in History, Soviet History, Latin American History, Oriental Studies, Latin American Studies, Geography, or Anthropology.
4. Mathematics: shall have a major in Mathematics.
5. Science: shall have a major in Science, Agriculture, Biology, Botany, Chemistry, Engineering, Earth Science, Geology, Meteorology, Physical Science, Physics, or Zoology.
6. Fine Arts: shall have a major in Art, Dance, Drama, Music, Speech and Drama, or Speech.
7. Vocational Education: shall have a major in Marketing Education, Agriculture Education, Technology Education, Business Education, or shall meet the occupational or educational requirements specified on the certificate for that vocational technological program area.

I. Teacher aide experience will not be accepted as teaching credit for Arizona public school certification. Verified, full-time prekindergarten teaching experience will be accepted as teaching credit for K-8 certification and verified, full-time postsecondary teaching experience will be accepted as teaching credit for 7-12 certification.

J. Teachers of homebound students shall hold the same level of certificate that is required of a classroom teacher, elementary or secondary.

K. All one-year certificates shall expire one year from the date of issuance. All certificates issued for a period extending beyond one year shall expire on the holder's birth date in the year of expiration.

L. A certificate may be renewed within one year after it expires and within six months before it expires in accordance with the renewal requirements specified in subsection (N). Those persons who hold certificates which have been expired for more than one year must reapply for certification under the requirements in effect at the time of reapplication.

M. Applicants possessing a valid Basic or Standard certificate issued prior to July 1, 1995, may renew the certificate one time based on:

1. Verification from employer of continuous satisfactory teaching, or approved leave granted by a school board during the last valid period of the certificate being renewed; or

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2. Verification from employer of continuous employment with an educational agency or institution during the last valid period of the certificate being renewed.
- N.** Renewable six-year certificates.
1. Applicants possessing a valid Basic or Standard certificate issued before July 1, 1997, may renew the certificate based on verification from the Department of Education, a county school superintendent, a school district, or the Dean of a College of Education that the applicant has completed a professional growth program as specified in subparagraph (O). A professional growth program shall consist of completion of 90 clock hours of continuing professional education, with fifteen clock hours equal to one semester hour. The professional growth program must be completed during the period between the most recent issuance of the renewal or issuance and this application for renewal.
2. Applicants possessing a valid Standard certificate issued or renewed on or after July 1, 1997, or a Temporary certificate issued after January 1, 1984, may renew or convert the certificate based on verification from the Department of Education, a county superintendent, a school district, or the Dean of a College of Education that the applicant has completed a professional growth program as specified in subparagraph (O). A professional growth program shall consist of completion of 180 clock hours of continuing professional education, with fifteen clock hours equal to one semester hour. The professional growth program must be completed during the period between with the most recent issuance of the renewal or issuance and this application for renewal.
- O.** Professional growth program.
1. A professional growth program may be offered by the Department of Education, a county school superintendent, a school district, or the Dean of a College of Education and shall consist of any of the following activities:
- a. Courses from accredited colleges and universities related to education or a subject area taught in Arizona public schools, including correspondence courses;
 - b. Professional activities such as seminars, institutes, conventions and workshops;
 - c. District In-service which are designed for professional growth;
 - d. Practical activities, such as internships in business settings;
 - e. Educational research;
 - f. Serving in a professional leadership role;
 - g. Serving on a regional accreditation team such as North Central Accreditation.
2. Activities listed in 1(a) through (g) may be sponsored or conducted by any group or organization.
- P.** A provisional vocational certificate as defined in R7-2-607, may be renewed for an additional two-year period upon completion of nine semester hours of course work toward the basic vocational certificate in the same vocational area.
- Q.** Teachers holding valid elementary, secondary, or special education certificates and continuing to maintain these certificates will not be subject to the general education requirements when applying for additional certificates.
- R.** All teachers' certificates issued by the State Board of Education prior to the effective dates of R7-2-601, R7-2-602, R7-2-603, R7-2-606, and R7-2-607 are deemed issued in conformance with these rules.
- S.** The Director of Certification shall be responsible for:
- 1. Issuance of the appropriate certificates based on the applicant's meeting the Board requirements;
 - 2. Collection of proper fees for certification services and the transmittal of said funds to the State Treasurer.
 - 3. Implementation of all certification rules and regulations.
- T.** A course or examination covering the Arizona and U.S. Constitutions is required prior to or during the initial year of certification for all Arizona certificates, except for substitute and professional nonteaching certificates.
- U.** Applicants who have deficiencies in Arizona or U.S. Constitutions, reading, or mathematics content course work but meet all other requirements specified shall be issued a certificate for one year which may not be extended.
- V.** Conviction of criminal offenses. Applicants shall certify on forms that are provided by the Department of Education whether they are awaiting trial on, or have ever been convicted of, or have admitted in open court or pursuant to a plea agreement committing any offense listed in A.R.S. §15-534(F). Applicants for certification shall not be required to disclose information regarding misdemeanor offenses other than those listed in A.R.S. §15-534(F).
- 1. Moral and professional character. Applicants shall certify on forms that are provided by the Department of Education and notarized whether they are awaiting trial on, or have ever been convicted of, or have admitted in open court or pursuant to a plea agreement committing any felony offense. The State Board of Education shall consider evidence of whether an applicant is awaiting trial on, was ever convicted of, or ever admitted in open court or pursuant to a plea agreement committing any felony offense to determine whether the applicant has engaged in immoral or unprofessional conduct pursuant to A.R.S. §15-203(A)(24). Felony offenses are subject to the review process in accordance with subsection (V)(2).
 - 2. Review process. In determining whether to revoke, issue or renew certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any felony offense or any criminal offense listed in A.R.S. §15-534(F) but not listed in paragraph (V)(3) herein, the Board shall consider all relevant and reliable evidence submitted on behalf of any party interested in the certification. The Board shall examine the date of the offense, the nature of the offense, whether the offense involved moral turpitude, the judicial disposition of the conviction, the age of the person at the time the offense was committed, and all aggravating and mitigating circumstances of the offense. The Board shall also examine the criminal record of the person and the potential for crimes against children.
 - 3. Offenses that are not subject to review. The Board shall revoke, not issue, or not renew the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in this state or similar offenses in another jurisdiction:
 - a. Sexual abuse of a minor;
 - b. Incest;
 - c. First-degree murder;
 - d. Sexual assault;
 - e. Sexual exploitation of a minor;
 - f. Commercial sexual exploitation of a minor;

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- g. ~~A dangerous crime against children as defined in A.R.S. §13-604.01,~~
- h. ~~Armed robbery,~~
- i. ~~Sexual conduct with a minor,~~
- j. ~~Molestation of a child,~~
- k. ~~Exploitation of minors involving drug offenses.~~

In this Article, the following definitions apply unless the context otherwise requires:

1. "Accredited institution" means 1 which is listed as accredited in the current American Association of Collegiate Registrars and Admissions Officers Report. An institution based outside the United States shall be considered accredited if an approved foreign document evaluation firm declares it to be comparable to an accredited American institution.
2. "Board" means the State Board of Education.
3. "Department" means the Arizona Department of Education.
4. "Development" means training to increase skills.
5. "Paraeducators" means an individual trained to perform certain specialized tasks in the occupation of education.
6. "Paratherapists" means an individual trained to perform certain specialized tasks in the occupation of habilitation.
7. "Practicum" means a period of structured observation and practice of the skills being learned, supervised by an individual trained in that area. The commonly used terms "student teaching," "internship," "residency," or "observation course" are included in this definition.
8. "Professional" means related to the occupation of education.
9. "Teaching experience" means full-time employment which included full responsibility for the planning and delivery of instruction and evaluation of student learning.

R7-2-602. Alternative certification Professional Teaching Standards

A. Alternative secondary certificate: The State Board shall issue a one year, nonrenewable, alternative secondary certificate which is valid only for teaching in grades 7-12. Requirements are:

1. Bachelor's degree from a regionally accredited institution, as defined in R7-2-601(G).
2. Passing of the Arizona Teacher Proficiency Examination.
3. A major in each subject to be taught, from a regionally accredited institution as verified by that institution; or a minimum of 30 semester hours in each subject to be taught, from a regionally accredited institution and a passing score on a State Board approved examination in each subject area to be taught.

B. Alternative certification training program: Within 30 days after entering into a teaching contract, to an individual with an alternative secondary certificate begin a teacher training program in conjunction with either the Arizona Department of Education or a college or university having an Arizona secondary certification program approved pursuant to R7-2-601(B). The alternative certification training program shall consist of three phases and contain the following:

1. Four weeks of training to be equally divided between secondary classroom activities and academic instruction on topics which include knowledge of adolescence, classroom management and instruction, development of curriculum, and foundations of education. During this four-week period the alternatively certificated teacher

shall not have any teaching responsibility and must be assigned to work with a certificated secondary teacher.

2. Ten weeks of secondary classroom teaching and training in which the alternatively certificated teacher has responsibility for the classroom under the direction of an evaluation team or any of its members as described in paragraph (4). The team or any of its members shall observe the alternatively certificated teacher for a minimum of one full teaching period each week. During this ten-week period, the alternatively certificated teacher shall have 40 hours of release time distributed throughout the ten weeks to allow for continuing academic instruction.
3. Twenty weeks of classroom teaching during which the alternatively certificated teacher has sole responsibility for the classroom. Academic instruction shall continue on such topics as prescribed in paragraph (1). Observation by the team or any of its members shall continue for a minimum of one full teaching period each month.
4. The evaluation team shall be comprised of at least the following:
 - a. One teacher with a basic or standard secondary certificate;
 - b. A content area specialist;
 - c. A representative from the Arizona Department of Education or from a college or university with an Arizona secondary certification program approved pursuant to R7-2-601(B); and
 - d. A school district evaluator qualified pursuant to A.R.S. §15-537(D).
5. The evaluation team shall evaluate the performance of the alternatively certificated teacher after each phase of the training program. A person who successfully completes the training program shall not be required to meet the requirements specified for the standard secondary teaching certificate.

C. Alternative superintendent certificate.

The State Board may issue an alternative superintendent certificate which is valid for six years for grades K-12. Requirements are:

1. A Master's or more advanced degree and demonstrated skills in organization planning, program development and staff development; and
2. Eight years or more of administrative experience as an executive officer or manager of a business or educational institution; and
3. Completion of 12 semester hours of course work from a regionally accredited institution as defined in R-7-2-601(G). Such course work shall include school law, school finance and school administration.

A. The standards presented in this section shall be the basis for approved teacher preparation programs, described in R7-2-604, and the Arizona Teacher Proficiency Assessment, described in R7-2-606.

B. Standard 1: The teacher designs instruction that develops students' abilities to meet Arizona's student standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's student standards.
2. Focuses instruction on the school and district's academic standards.
3. Aligns curriculum with the student assessments.
4. Addresses physical, mental, social, cultural, or community differences among learners.

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5. Addresses prior knowledge of individual and group performance.
 6. Indicates short and long term curriculum goals.
 7. Includes appropriate use of a variety of methods, materials, and resources.
 8. Includes learning experiences that are developmentally appropriate for learners.
 9. Includes learning experiences that address a variety of cognitive levels.
 10. Includes learning experiences that are appropriate for curriculum goals.
 11. Includes learning experiences that are based upon principles of effective instruction.
 12. Includes learning experiences that accurately represent content.
 13. Incorporates appropriate assessment of student progress.
- C.** Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's student standards. The performance assessment shall measure the extent to which the teacher:
1. Establishes and maintains standards of mutual respect.
 2. Displays effective classroom management.
 3. Encourages the student to demonstrate self-discipline and responsibility to self and others.
 4. Respects the individual differences among learners.
 5. Facilitates people working productively and cooperatively with each other.
 6. Provides a motivating learning environment.
 7. Promotes appropriate classroom participation.
 8. Listens thoughtfully and responsively.
 9. Organizes materials, equipment, and other resources appropriately.
 10. Applies to daily practice the ethics of the profession.
- D.** Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's student standards. The performance assessment shall measure the extent to which the teacher:
1. Appropriately implements a teacher-designed lesson plan.
 2. Communicates specific standards and high expectations for learning.
 3. Links learning with students' prior knowledge, experiences, and backgrounds.
 4. Models the skills, concepts, attributes, or thinking processes to be learned.
 5. Demonstrates effective written and oral communication.
 6. Uses appropriate language to communicate with learners clearly and accurately.
 7. Uses strategies that are appropriate to students' developmental levels.
 8. Incorporates strategies which address the diverse needs of learners.
 9. Encourages critical thinking.
 10. Connects lesson content to real life situations when appropriate.
 11. Uses technology and a variety of instructional resources appropriately.
 12. Uses a variety of effective teaching strategies to engage students actively in learning.
 13. Maximizes the amount of class time students are engaged in learning with a high level of success.
 14. Provides opportunities for students to use and practice what is learned.
 15. Adjusts instruction based on feedback from students.
- E.** Standard 4: The teacher assesses learning and communicates results to students, parents, and other professionals with respect to students' abilities to meet Arizona's student standards. The performance assessment shall measure the extent to which the teacher:
1. Promotes student self-assessment.
 2. Uses a variety of appropriate formal and informal assessments aligned with instruction.
 3. Maintains records of student work and performance and uses them to guide instructional decisions.
 4. Offers students and parents appropriate feedback on progress toward learning expectations.
 5. Maintains privacy of student records and performance.
- F.** Standard 5: The teacher collaborates with colleagues, parents, the community, and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's student standards and transition from school to work. The performance assessment shall measure the extent to which the teacher:
1. Works with parents to enhance student learning at home and school.
 2. Collaborates with other professionals and agencies to improve the overall learning environment for students.
 3. Accesses community resources and services to foster student learning.
 4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
 5. Collaborates with colleagues to achieve school and district goals.
- G.** Standard 6: The teacher reviews and evaluates the teacher's overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:
1. Reviews their practice and evaluates its influences on student growth and learning.
 2. Designs a professional development plan for improving instruction and student learning.
 3. Engages in relevant activities consistent with the professional development plan.
 4. Uses employer's documentation of their performance to develop a professional development plan.
 5. Pursues professional activities to support development as a learner and a teacher.
- H.** Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in their subject area sufficient to develop student knowledge and performance in the Arizona student standards. The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:
1. Skills and concepts related to the subject areas.
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area being taught.
 2. Major facts and assumptions that are central to the discipline.
 3. Debates and the processes of inquiry that are central to the discipline.
 4. Integration of disciplinary knowledge with other subject areas.

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5. Connections between knowledge of the subject areas and real life situations at the level of the students being taught.
- I. Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:
1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area at the secondary level;
 2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas;
 3. Principles and techniques associated with various instructional strategies;
 4. Learning theory, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals;
 5. Areas of exceptionality in learning;
 6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning;
 7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work;
 8. Effective evaluation of curriculum materials and resources for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts;
 9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development;
 10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring;
 11. Appropriate services or resources to meet exceptional learning needs and how to access them;
 12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system;
 13. Laws and ethics related to student, parent, and teacher rights and responsibilities.
- J. Standard 9: In collaboration with other professionals, the special education teacher participates in the design, implementation, and assessment of individual education programs. The performance assessment shall measure the extent to which the special education teacher:
1. Demonstrates knowledge of disabilities and their educational implications.
 2. Demonstrates knowledge of state and federal special education laws and regulations.
 3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning.
 4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability.
 5. Assists in the design and implementation of individual educational programs through diagnostic teaching,

instructional adaptations, and individual behavior management techniques.

6. Utilizes paraeducators and paratherapists effectively through training and supervision.

R7-2-603. Teacher Certificate Requirements Professional Administrative Standards

- A. Except as noted, all certificates are subject to the general certification provisions specified in R7-2-6091. A regionally accredited institution shall be an institution as defined in R7-2-601(G).
- B. Elementary certificates. Two courses in reading are required prior to or during the first year of certification for all elementary certificates. Mathematics content course work is required prior to or during the first year of certification for all elementary certificates.
1. Standard elementary certificate—grades K-8, valid six years, renewable. Requirements are:
 - a. A Bachelor's degree from a regionally accredited institution;
 - b. A general studies program as established by completion of a Bachelor's degree to include:
 - i. A minor of 18 semester hours in content area;
 - ii. Six semester hours in mathematics content coursework to include the following:
 - (1) Number systems through the rational numbers;
 - (2) Informal geometry including measurement, graphing, geometrical construction, similarity, and congruence;
 - (3) Advanced topics in mathematics including the real number system, elementary probability and statistics, coordinate geometry, number theory, and algebra;
 - (4) Applications of technology, including computers and calculators.
 - iii. Eight semester hours in science content course work to include the following:
 - (1) Biology and physical science;
 - (2) The societal, personal, and career applications of science;
 - (3) The use of inductive and deductive strategies that involve scientific investigation, interpretation of findings, and communication of results.
 - iv. Nine semester hours of fine arts (dance, dramatic arts, music, or visual arts).
 - c. Forty five semester hours in elementary education, to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching within grades K-8 or two academic years of verifiable, full-time teaching experience within grades prekindergarten-8.
 - d. Passing of the Arizona Teacher Proficiency Examination.
- C. Secondary certificates:
1. Standard secondary certificate—grades 7-12, valid six years, renewable. Requirements are:
 - a. A Bachelor's degree from a regionally accredited institution.
 - b. A 30 semester hour major in a subject taught in Arizona high schools. Mathematics majors shall have a minimum of 15 semester hours in calculus or other mathematics courses for which calculus is a prerequisite.

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- e. ~~Thirty semester hours of secondary professional education, to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching within grades 7-12 or two academic years of verifiable, full-time teaching experience within grades 7 postsecondary. Mathematics majors shall have a minimum of three semester hours in methods of teaching secondary mathematics.~~
 - d. ~~Passing of the Arizona Teacher Proficiency Examination.~~
- ~~D. Special education certificates. Mathematics content course work is required prior to or during the initial year of certification for special education certificates. Terms used in this subsection are as defined in A.R.S. § 15-761.~~
- 1. ~~Standard special education certificate—grades K-12, valid six years, renewable. May be issued in the areas of mental retardation, emotional disability, learning disability, and orthopedic impairment. Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution to include six semester hours in mathematics content course work to include the following:~~
 - i. ~~Number systems through the rational numbers;~~
 - ii. ~~Informal geometry including measurement, graphing, geometrical constructions, similarity, and congruence;~~
 - iii. ~~Advanced topics in mathematics including the real number system, elementary probability and statistics, coordinate geometry, number theory, and algebra;~~
 - iv. ~~Applications of technology, including computers and calculators.~~
 - b. ~~Eight semester hours in science content course work to include the following:~~
 - i. ~~Biology and physical science;~~
 - ii. ~~The societal, person, and career applications of science;~~
 - iii. ~~The use of inductive and deductive strategies that involve scientific investigation, interpretation of findings, and communication of results.~~
 - e. ~~Nine semester hours of fine arts (dance, dramatic arts, music, or visual arts).~~
 - d. ~~Forty-five semester hours of education courses at a regionally accredited institution. Twenty-one of these semester hours must be in special education, to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching in a specific special education area of exceptionality within grades K-12 or two academic years of verifiable, full-time teaching experience in a specific special education area of exceptionality with grades K-12.~~
 - e. ~~Passing of the Arizona Teacher Proficiency Examination.~~
 - 2. ~~Standard severely and profoundly handicapped certificate—grades K-12, valid six years, renewable. Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution.~~
 - b. ~~Forty-five semester hours of education courses at a regionally accredited institution. Twenty-one of these semester hours must be in special education,~~
- to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching in the area of severely and profoundly handicapped within grades K-12 or two academic years of verifiable, full-time teaching experience in the area of severely and profoundly handicapped within grades prekindergarten-12.
 - e. ~~Passing of the Arizona Teacher Proficiency Examination.~~
- 3. ~~Standard hearing handicapped certificate grades K-12, valid six years, renewable. Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution;~~
 - b. ~~Forty-five semester hours of education courses at a regionally accredited institution. Twenty-one of these semester hours must be in special education to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching in the area of hearing handicapped within grades K-12 or two academic years of verifiable, full-time teaching experience in the area of hearing handicapped within grades prekindergarten-12.~~
 - e. ~~Passing of the Arizona Teacher Proficiency Examination.~~
 - 4. ~~Visually handicapped certificate—grades K-12, valid six years, renewable. Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution.~~
 - b. ~~Forty-five semester hours of education courses from a regionally accredited institution. Twenty-one of these semester hours must be in special education, to include courses which teach the skills as set forth in R7-2-605, including at least eight semester hours of student teaching in the area of visually handicapped within grades K-12 or two academic years of verifiable, full-time teaching experience in the area of visually handicapped within grades prekindergarten-12.~~
 - e. ~~Passing of the Arizona Teacher Proficiency Examination.~~
 - 5. ~~Standard speech and language therapy certificate—grades K-12 valid six years, renewable. Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution.~~
 - b. ~~Forty-five semester hours of education courses from a regionally accredited institution. Thirty of these semester hours must be in speech and language, to include courses which teach the skills as set forth in R7-2-605, including a minimum of 200 clock hours of supervised clinical practice in speech and language disorders. All clinical practice clock hours must be supervised by an American Speech and Language Association-certified pathologist or by a state-certified speech and language therapist and must be earned in a program conducted by a regionally accredited institution.~~
 - e. ~~Passing of the Arizona Teacher Proficiency Examination.~~
 - 6. ~~Provisional early childhood handicapped certificate—preschool, valid five years, nonrenewable. Requirements are to possess a valid Arizona special education certificate.~~

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7. ~~Standard early childhood handicapped certificate—pre-school, valid six years, renewable. Requirements are:~~
- a. ~~A Bachelor's degree from a regionally accredited institution.~~
 - b. ~~Forty five semester hours of education courses from a regionally accredited institution. Twenty one of these semester hours shall be in early childhood and early childhood special education to include the following courses which teach the skills as set forth in R7-2-605 (10):~~
 - i. ~~Courses shall cover the following content areas: foundations of early childhood handicapped; survey of exceptional children; developmental assessment of preschool handicapped; methods of teaching preschool handicapped children; study of child growth and development; normal and atypical language development; observation, participation, and field experience with preschool children; behavior management.~~
 - ii. ~~Other course content may include: play as an instructional strategy; working with families of handicapped children and culturally diverse populations; a typical development of preschool children (0-5 years); interdisciplinary and multidisciplinary approaches to early childhood handicapped; early childhood handicapped adaptations for the severely handicapped child; theories of child development; introduction to research; and practicum in medical aspects of disabilities.~~
 - e. ~~A minimum of eight semester hours of student teaching in the area of early childhood handicapped preschool or two academic years of verifiable, full-time teaching experience in the area of early childhood handicapped. The student teaching hours shall not be included in the 21 semester hours of early childhood education course work.~~
 - d. ~~Passing of the Arizona Teacher Proficiency Examination.~~
- E. ~~Administrative and other professional certificates.~~
- 1. ~~Guidance counselor certificate—grades K-12, valid six years, renewable. Requirements are:~~
 - a. ~~A Master's degree from a regionally accredited institution; and~~
 - b. ~~Completion of a graduate program in guidance and counseling from a regionally accredited institution to include a supervised counseling practicum.~~
 - 2. ~~Supervisor certificate—renewable with concurrently held teaching certificate. Required for directors, supervisors, coordinators, consultants, or other titles with similar supervisory duties, prekindergarten-12. Requirements are:~~
 - a. ~~Arizona elementary, secondary, or special education certificate.~~
 - b. ~~A Master's degree or more advanced degree from a regionally accredited institution.~~
 - e. ~~Three years of verifiable classroom teaching.~~
 - d. ~~A minimum of 45 graduate semester hours taken from a regionally accredited institution. This shall include the completion of a program in educational supervision which shall consist of a minimum of 18 graduate semester hours or a minimum of 18 graduate semester hours in educational administrative~~
 - course work, either of which shall include courses which teach the skills as set forth in R7-2-605.
- e. ~~Internship in educational supervision, or two years of verifiable, educational supervisory experience within grades prekindergarten-12.~~
3. ~~Principal certificate—grades prekindergarten-12, valid for six years, renewable as specified in R7-2-601(N). Required for all principals, assistant principals, associate principals, or vice principals or others with similar administrative duties. Requirements are:~~
- a. ~~A Master's degree or more advanced degree from a regionally accredited institution.~~
 - b. ~~Three years of verifiable classroom teaching.~~
 - e. ~~A minimum of 54 graduate semester hours taken from a regionally accredited institution. This shall include the completion of a program in educational administration for principals which shall consist of a minimum of 30 graduate semester hours in educational administrative course work, either of which shall include courses which teach the skills as set forth in R7-2-605.~~
 - d. ~~Internship in educational principalship or two years of verifiable experience in the areas of principal, assistant principal, associate principal, or vice principal within grades prekindergarten-12.~~
4. ~~Superintendent certificate—grades prekindergarten-12, valid for six years, renewable as specified in R7-2-601(N). Required for district chief executive officers regardless of title, superintendents, assistant or associate superintendents, and others with similar district-level administrative duties. Requirements are:~~
- a. ~~A Master's degree or more advanced degree from a regionally accredited institution.~~
 - b. ~~Three years of verifiable classroom teaching.~~
 - e. ~~A minimum of 60 graduate semester hours taken from a regionally accredited institution. This shall include the completion of a program in education administration for superintendents which shall consist of a minimum of 36 graduate semester hours or a minimum of 36 graduate semester hours in educational administrative course work, either of which shall include courses which teach the skills set forth in R7-2-605.~~
 - d. ~~Internship in superintendency or two years of verifiable experience as superintendent, assistant or associate superintendent within grades pre-~~
5. ~~School psychologist certificate—grades prekindergarten-12, valid six years, renewable as specified in R7-2-601(N). Requirements are:~~
- a. ~~Complete, as part of or in addition to a Master's degree or more advanced degree from a regionally accredited institution, 60 graduate semester hours and an internship of 1000 clock hours in a school psychology program accredited by the American Psychological Association, National Association of School Psychologists, or a program in school psychology from a regionally accredited institution. The completion of such a program must be verified in writing by the institution where completed; or~~
 - b. ~~Written verification that applicant has been granted a diploma in school psychology by the American Board of Professional Psychology.~~
- F. ~~Substitute certificate—grades K-12 valid for six years and renewable for six year intervals by reapplication and pay-~~

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- ment of renewal fee, not subject to the provisions of R7-2-601(N).
1. Entitles holder to substitute in the absence of a regular contract teacher.
 2. Requires a Bachelor's degree or completion of a teacher education program offered by a regionally accredited institution, to include student teaching or two years of classroom teaching within grades K-12.
 3. A substitute teacher may not be assigned a contract teaching position, and is limited to 120 days in the same school each school year.
 4. Substitute certificates previously issued as valid for life under this rule shall remain valid for life.
- G. Emergency teaching certificate valid one school year or part thereof:
1. Entitles holder to enter into a teaching contract.
 2. Limited to elementary, secondary, special education, and special subject and nonteaching endorsements.
 3. Requirements are:
 - a. Verification by the school district superintendent and concurrence by the county school superintendent that an emergency employment situation exists. When the school requesting emergency status is a Bureau of Indian Affairs school, a Bureau of Indian Affairs grant school, or a tribally controlled or contract school, concurrence by a county school superintendent is not required.
 - b. A Bachelor's degree or completion of a teacher education program, taken from a regionally accredited institution including student teaching or two years of classroom teaching within grades K-12.
 4. Reissuance requirements are:
 - a. Verification by the school district superintendent and concurrence by the county school superintendent that an emergency employment situation exists.
 - b. Six semester hours toward meeting the requirements for certification for which application has been made, taken during the last valid period of the certificate.
- H. Emergency substitute certificate valid one school year or part thereof and limited to 120 days of substitute teaching in elementary, secondary, or special education. Applicant must possess a high school diploma for initial issuance of the certificate.
1. Entitles holder to substitute in the specified county.
 2. Requires a request from the school district superintendent and concurrence by the county school superintendent. When the requesting school is a Bureau of Indian Affairs school, a Bureau of Indian Affairs grant school, or a tribally controlled or contract school, concurrence by a county school superintendent is not required.
 3. Pursuant to R7-2-601(D) and (G), applicants shall submit verification of completion of a minimum of 30 semester hours of academic course work from a regionally accredited institution. Applicants who have not completed a minimum of 30 semester hours of academic course work must complete two semester hours of academic course work to qualify for each reissuance.
 - a. District in-service programs designed for professional growth of the certificate holder may be substituted for academic course work based on 15 in-service classroom hours for each semester hour.
 - b. Verification of district in-service hours shall be made in writing by the district superintendent or personnel director and submitted to the Certification Unit when applying for this certificate.
 4. The holder of an emergency substitute certificate may not fill a vacancy in a contract teaching position and may not serve in any one classroom more than 20 working days.
- I. Teaching intern certificate. Designed to provide for the professional improvement needs of the young developing professionals:
1. This certificate is limited to a two-year period and is not renewable.
 2. This certificate requires the recommendation of the Dean of a College of Education.
 3. The intern certificate will entitle the holder to carry intern or paraprofessional duties in whatever grades or levels assigned.
 4. The student must be engaged in clinical experience under the direct supervision of qualified college and school organization personnel.
- J. Adult education certification valid six years, renewable by reapplication and payment of renewal fee, not subject to the provisions of R7-2-601(N). May be issued in the areas of adult basic education, general education development, English as a second language, and citizenship. An adult education certificate to teach in any public school may be issued to individuals in the following categories for a period of one year:
1. A teacher in any college belonging to an approved accrediting association.
 2. Holder of any Arizona teaching certificate.
 3. An individual who has exhibited outstanding performance. The applicant must be a college graduate or have at least five years' successful experience in the field to be taught, supported by a letter of recommendation from another reputable worker in the same field and a letter of recommendation from the administrator for whom he intends to work to the effect that the individual is the best qualified teacher than available in that field. This certificate in and of itself does not entitle the holder to teach in a common school or high school for which regular state certification is required.
- A. The standards presented in this section shall be the basis for approved administrative preparation programs, described in R7-2-604. The Arizona Administrator Proficiency Assessment shall assess proficiency in the standards as a requirement for certification of supervisors, principals, and superintendents, described in R7-2-614.
- B. Standard 1: The administrator facilitates the development, articulation, implementation, and management of an organization's mission. The performance assessment shall measure the extent to which the administrator:
1. Develops a mission statement for the organization;
 2. Develops, monitors, and assesses agreement with regard to the organization's mission;
 3. Provides purpose and direction for individuals and groups within the organization;
 4. Demonstrates a knowledge of educational issues and how they affect students, schools, and the community;
 5. Facilitates the development of strategic action plans, and goals with the community;
 6. Sets priorities in the context of community, student, and staff needs;
 7. Serves as an articulate spokesperson for the welfare of all students in a diverse community;

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8. Describes the role of education in a democratic society within an historical context;
 9. Applies to daily practice the ethical conduct of the profession;
 10. Uses documentation of their performance to create a professional development plan;
 11. Develops, implements, and monitors changes to improve student achievement.
- C. Standard 2: The administrator facilitates the success of all students by understanding, responding to, and influencing the social, cultural, and legal aspects of the community. The performance assessment shall measure the extent to which the administrator:**
1. Develops procedures for working within their administrative level that define mutual expectations.
 2. Develops working relationships and strategies for formulating and implementing organizational policy and funding practices.
 3. Adjusts local policy to state and federal requirements
 4. Develops procedures to recognize potential civil and criminal liabilities.
 5. Develops procedures to provide for equity in educational programs.
 6. Promotes the importance of understanding and appreciating the diversity in the community.
 7. Applies strategies for dealing with international issues affecting teaching and learning.
 8. Works effectively with policy makers.
- D. Standard 3: The administrator implements positive and proactive communication strategies for effective parent, community, and school involvement to improve the learning environment for all students. The performance assessment shall measure the extent to which the administrator:**
1. Articulates organizational purpose and priorities to the community and news media.
 2. Requests and responds to community feedback.
 3. Demonstrates consensus building and conflict mediation.
 4. Formulates and implements plans for internal and external communications.
 5. Uses communications skills to strengthen community support.
 6. Develops support for organizational priorities.
 7. Responds appropriately to the electronic and printed news media.
- E. Standard 4: The administrator effectively manages services, programs, operations, and resources. The performance assessment shall measure the extent to which the administrator:**
1. Demonstrates a knowledge and uses a variety of theories and models of organizations and the principles of organizational development;
 2. Defines and uses effective processes for gathering, analyzing, and using data for decision making;
 3. Identifies, frames, and solves problems;
 4. Identifies priorities and formulates plans of action to meet internal and external expectations;
 5. Demonstrates project and time management skills;
 6. Establishes procedures to regulate activities and projects
 7. Delegates at appropriate organizational levels;
 8. Secures, allocates and manages human and material resources;
 9. Utilizes staff evaluation and staff development systems to improve the performance of staff members;
 10. Applies adult motivation research to select appropriate models for supervision for the organization;
 11. Demonstrates understanding of employee benefits and alternative employee benefits packages;
 12. Identifies the legal issues affecting school personnel selection, development, supervision, retention, and dismissal;
 13. Demonstrates knowledge of student services and categorical programs;
 14. Diagnoses and improves organizational morale;
 15. Demonstrates knowledge of social agencies and services to address educational needs;
 16. Provides a safe and effective learning environment.
- F. Standard 5: The administrator advocates and sustains curricular and instructional programs which promote the success of students. The performance assessment shall measure the extent to which the administrator:**
1. Demonstrates knowledge of curriculum design;
 2. Develops a strategic plan that enhances teaching and learning;
 3. Describes curriculum planning which anticipates occupational trends and their educational implications;
 4. Demonstrates understanding of instructional objectives using theories of cognitive development;
 5. Demonstrates an understanding of curricular alignment and sequence to promote student achievement;
 6. Utilizes valid and reliable performance indicators and testing procedures to measure student achievement;
 7. Utilizes assessment strategies to help students achieve at high levels;
 8. Utilizes current technologies which support management and instructional functions;
 9. Exhibits knowledge of an instructional management system that includes research findings on: learning, motivation, and instructional strategies; instructional time; and resources to maximize student achievement;
 10. Demonstrates knowledge of research findings on the use of a variety of instructional strategies that include multicultural sensitivity and learning styles;
 11. Implements programs to help students develop as caring and informed citizens;
 12. Describes and applies legal requirements affecting student supervision.

R7-2-604. Teacher-proficiency-testing Professional preparation programs

- A.** An applicant for either a basic or standard teaching certificate, or the equivalent thereof which might be later adopted by the State Board of Education ("Board") shall, in addition to other requirements, take a proficiency examination in reading, grammar, mathematics and additional competency areas as may be required by the Board.
- B.** The Arizona Teacher Proficiency Examination is adopted as the proficiency examination. To qualify for an Arizona basic or standard certificate, an applicant must score at least 80 percent correct responses on each component of the proficiency examination.
- C.** The proficiency examination will be administered not less than three times each calendar year, at such times and places as may be approved by the Department of Education ("Department").
- D.** The Department may administer the Arizona Teacher Proficiency examination at times other than the regularly scheduled examinations where:
1. An applicant provides written evidence that an offer of employment has been made to the applicant that will

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- require the applicant to obtain an Arizona basic or standard certificate prior to the next regularly scheduled examination; and
2. ~~The offer of employment to the applicant either occurred after the last regularly scheduled examination or the applicant was unable to take the last regularly scheduled examination for reasons of physical disability; and~~
 3. ~~The applicant requests the administration of the examination at least five days in advance to enable the Department to prepare to administer the test.~~
- E. ~~Applicants shall be afforded five testing opportunities within a nine-month period to receive a passing score on all components of the Arizona Teacher Proficiency examination.~~
1. ~~Applicants shall be afforded three testing opportunities within a three-month period to receive a passing score on all components of the examination. Applicants who fail to pass may reapply after a three-month waiting period.~~
 2. ~~Upon reapplication, applicants shall be afforded two testing opportunities within an additional three-month period. Reapplicants who fail to receive a passing score on all components of the examination may submit a new application after a one-year waiting period.~~
- F. ~~The Board will determine test item validity, reliability and establish standard passing scores for the test.~~
- G. ~~Test administration and security shall be the responsibility of the Department.~~
- H. ~~Applicants shall pay a \$10.00 fee for each administration and evaluation, in whole or in part, of the Arizona Teacher Proficiency Examination.~~
- A. The Board shall evaluate and may approve the professional preparation programs of institutions in Arizona which request Board approval.
- B. Teacher preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the teacher preparation program shall include training in the standards described in R7-2-602 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified teachers.
- C. The administrative preparation program shall include training in the standards described in R7-2-603 and a practicum which provides students in the program opportunities to observe and practice the standards under the supervision of certified administrators.
- D. Those institutions with Board approval shall provide publicly a statement of the type of approval the program has and for what period of time.
- E. Board-approved programs shall provide their program graduates with an institutional recommendation form, provided by the Department, for issuance of the appropriate Arizona certification.
- F. Conditional approval may be granted for 2 years based on evaluation of the program. Representatives of the Department or the Board may conduct a site visit as part of the evaluation. The factors to be considered during the evaluation of the program are:
1. The written description of the unit that is primarily responsible for the preparation of teachers and other professional education personnel. The following documentation is required:
 - a. Listing of all programs designed to lead to certification of education personnel.
 - b. Listing of any other programs not designed to lead to certification. No further documentation of those programs is required.
 - c. Program summary that includes the number of students and graduates by program.
 - d. Unit's statement of mission, purpose, and goals
 - e. Listing of all full-time faculty in each program and their qualifications.
 - f. Description of criteria and policy for employment of part-time and full-time faculty.
 - g. Number of full-time and part-time faculty in each program.
 2. The dean, director, or chair who is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation. The following documentation is required:
 - a. Job description for dean, director, or chair; and
 - b. Chart depicting administrative and organizational structure of the unit.
 3. The written policies and procedures for the operations of the unit. The following documentation is required: codified policies and operating procedures of the unit, such as a policy manual or constitution and by-laws.
 4. The unit's criteria for admission to professional education programs. The following documentation is required:
 - a. List of basic skills that are assessed and the measures used to assess them;
 - b. Criteria for admission to professional education programs, which is publicly available;
 - c. Plan for remediation of basic skills deficiencies in students admitted to the program; and
 - d. Summary of report of assessment results for students admitted for the past 3 years.
 5. The process by which the unit regularly monitors and evaluates its operation, scope, quality of its offerings, and effectiveness of its graduates. The following documentation is required:
 - a. Policies for conducting ongoing evaluation reviews;
 - b. Summary of the findings of evaluation reports completed within the past 3 years, documenting internal program review;
 - c. Summary of the findings of evaluation reports completed within the past 3 years by other individuals, including follow-up study of graduates and employers; and
 - d. Summary of recent program modifications made as a result of internal and external evaluations.
 6. The process by which the unit assesses the academic and professional competencies of education students at exit from all programs. The following documentation is required:
 - a. Listing of assessment measures used to evaluate academic and professional competence of professional education graduates; and
 - b. Summary of reports of competency assessment outcomes for the past 3 years.
 7. The unit's curricula for teacher preparation, based on the professional standards described in R7-2-602 and the student standards described in R7-2-301 and R7-2-302, and curricula for administrative preparation, based on the professional standards described in R7-2-603. The following documentation is required:

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- a. Listing of program requirements including number of hours.
 - b. Course syllabus and objectives for each course with reference to the specific standards addressed, and
 - c. Description of the opportunities for observation and practice of the standards.
- G. Full program approval may be granted by the Board for 2 years based on the following conditions:**
- 1. An assurance that the elements documented for conditional approval are substantially unchanged or that a description of those changes has been provided for evaluation. Representatives of the Department or the Board may conduct a site visit as part of the evaluation. The following documentation is required:
 - a. Description of changes in the unit's structure, mission statement, personnel, policy manual, or admissions criteria since the last application for Board approval.
 - b. Summary of the findings of evaluation reports completed within the past 2 years, documenting internal program review.
 - c. Summary of the findings of evaluation reports completed by individuals outside the unit within the past 2 years, including follow-up studies of graduates and employers.
 - d. Summary of recent program modifications made as a result of internal and external evaluations; and
 - e. Description of course curriculum changes, if any changes to the standards for teachers or students have been adopted since the program's last application for Board approval.
 - 2. At least 75% of the unit's professional preparation graduates of the prior 2 years successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their 1st attempt. If at least 60%, but less than 75% of the unit's graduates successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their 1st attempt, the institution may be issued a 1-year extension of the conditional institutional recommendation, upon submission of an improvement plan which has been reviewed and approved by the Board. When an applicant has attended more than 1 institution to complete a professional preparation program, performance on the proficiency assessment shall be attributed to the institution where a practicum was successfully completed.

R7-2-605. Teacher Education Skill Requirements Duties of the Director of Certification

- A. Elementary and secondary. Requirements are:**
- 1. **Classroom management:**
 - a. Demonstrates knowledge of and applies time on-task principals.
 - i. Organizes and manages classroom to make maximum use of instructional time.
 - b. Organizes time, space, materials, and equipment for instruction.
 - i. Demonstrates knowledge of time management techniques in teacher planning.
 - c. Demonstrates a commitment and positive attitude toward teaching and learning and the subject being taught.

- i. Demonstrates methods for creating and maintaining a climate that promotes student self-motivation.
 - ii. Demonstrates knowledge of positive methods for dealing with absenteeism.
- d. Uses instructional techniques, a variety of teaching methods, media and interactive technologies, such as laser discs, telecommunications and computers, related to the objectives:
- i. Demonstrates skill in selection and use of resources that facilitate achieving goals and objectives.
 - ii. Demonstrates ability to use instructional equipment and other instructional aids, including use of computers and other interactive technologies, in education.
 - iii. Identifies activities to reach specific goals and objectives.
 - iv. Demonstrates ability to utilize student-centered and subject-centered strategies for learning.
 - v. Demonstrates ability to use relevant and varied instructional techniques to achieve goals and objectives.
 - vi. Demonstrates ability to work with individuals, small groups, and large groups.
 - vii. Implements learning activities in a logical sequence.
- e. Reinforces and encourages learner involvement in instruction:
- i. Demonstrates methods for involving students in the decision-making process.
 - ii. Demonstrates ability to motivate students.
- f. Manages classroom interactions:
- i. Identifies and demonstrates discipline-related to the infraction.
 - ii. Demonstrates procedures for student management.
- g. Communicates with learners:
- i. Uses written and oral expression with learners.
 - ii. Provides assessment feedback on student performance.
 - iii. Demonstrates knowledge of skills for teaching students how to listen.
 - iv. Demonstrates teacher listening and communication skills.
 - v. Demonstrates knowledge of skills for teaching an awareness of global perspectives, cultural systems, and communication skills across cultures.
2. **Curriculum and instruction:**
- a. Demonstrates a knowledge of the school subject being taught and demonstrates its relevance:
 - i. Demonstrates knowledge through the use of skills in the content area in which one is teaching.
 - ii. Demonstrates the ability to use interdisciplinary approach to school curriculum.
 - b. Demonstrates knowledge of skills and theory involved in the teaching of language arts, science, social science, math and reading for elementary certification.
 - i. Demonstrates the ability to develop and use active participation that leads to learning; pro-

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- notes positive attitudes toward the content areas; and enables pupils to solve practical and creative problems.
 - ii. Demonstrates the ability to teach the content areas through related field experiences, such as classroom observation, in which students utilize instructional strategies, such as teaching and managing investigations.
 - e. Demonstrates the ability to select and use interactive technologies in teaching.
3. Assessment and evaluation:
- a. Obtains and uses information about the needs and progress of individual learners:
 - i. Demonstrates a knowledge of basis test terminology (e.g., raw score, percentiles, grade equivalents, stanines, and mean, median, mode, standard deviation, reliability, validity, and bias).
 - ii. Evaluates students according to consistent objective criteria.
 - b. Plans instruction to achieve selected objectives:
 - i. Specifies or selects learner objectives for lessons.
 - ii. Selects and/or constructs the tests to measure desired performance outcomes.
 - iii. Demonstrates ability to use a prepared lesson plan.
 - c. Refers learners with special problems to specialists:
 - i. Identifies exceptional students and demonstrates a knowledge of the referral process.
 - ii. Identifies and utilizes techniques for delivering services to handicapped students.
 - d. Obtains and uses information about the effectiveness of instruction to revise it when necessary:
 - i. Demonstrates knowledge of standardized tests and other assessment instruments.
 - ii. Demonstrates alternative techniques for corrective instruction when a goal or objective has not been achieved.
 - e. Demonstrates a proficient use of technology in assessing and evaluating student learning.
4. Growing and learning theories
- a. Demonstrates knowledge of psychological foundations and principles:
 - i. Identifies knowledge of the emotional and physical causes for changes in student behavior.
 - ii. Demonstrates the purposes of assessment and evaluation.
 - iii. Identifies basic principles of psychology and characteristics common to child development and learning.
 - iv. Demonstrates knowledge of current principles of learning.
 - b. Develops positive self-concepts in learners:
 - i. Identifies and demonstrates methods to promote student's self-image.
5. Educational foundations
- a. Organizes instruction to take into account individual differences among learners:
 - i. Demonstrates skills needed for working with students and parents from various cultural backgrounds, including an awareness of and appreciation for learning languages other than English.
 - ii. Demonstrates ability to use an Individual Education Plan (IEP).
 - iii. Organizes instruction that takes into account the developmental level of the learner and differences among learners in their rates of learning.
 - iv. Identifies and utilizes techniques to organize instruction to meet the needs of the "at risk" student.
 - v. Demonstrates the ability to utilize interactive technologies in meeting the needs of individual learners.
- b. Demonstrates knowledge of history and philosophy of education:
 - i. Demonstrates knowledge of major issues in U.S. Education and their historical, social, cultural, economic, and philosophical bases.
 - ii. Identifies the major purposes of public education and the major educational theorists.
 - iii. Demonstrates knowledge of curriculum development to include scope and sequence.
6. Organization, administration and other
- a. Demonstrates professional responsibilities:
 - i. Demonstrates communication skills with non-student public.
 - ii. Demonstrates knowledge of procedures necessary for achieving staff support and rapport in the school environment.
 - iii. Demonstrates knowledge of methods used in presenting student performance results to the public.
 - iv. Identifies techniques and strategies for parent-teacher conferences.
 - v. Understands responsibilities for professional tasks performed outside the classroom.
 - vi. Demonstrates knowledge of methods to involve parents in the school environment.
 - b. Engages in professional self-development:
 - i. Seeks and shares professional materials and ideas.
 - ii. Demonstrates knowledge of professional growth activities.
 - iii. Demonstrates the ability to utilize new technologies in the teaching/learning situation.
 - c. Demonstrates knowledge of Arizona school law and legal responsibilities:
 - i. Identifies statutory responsibilities for promotion/retention of students.
 - ii. Demonstrates knowledge of revenue sources.
 - iii. Demonstrates knowledge of laws of judicial rulings relevant to education, including student rights/responsibilities.
 - iv. Demonstrates knowledge of teacher rights and teacher responsibilities (legal and professional).
7. Special Education
- a. Demonstrates knowledge of legal rights of children with disabilities under federal, state, and local levels, including those related to employment, accessibility, and benefits.
 - b. Demonstrates basic knowledge and an understanding of the characteristics and etiologies of the various disabilities.

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- e. Demonstrates knowledge of the theoretical models for use with children with disabilities.
 - d. Understands the educational implications of possible deficits and deviations from normal growth and development.
 - e. Demonstrates knowledge of mainstreaming techniques.
 - f. Demonstrates skills in utilizing teaching techniques which include providing relevant information, corrective feedback, appropriate skill practice, and summarization of instruction.
 - g. Demonstrates knowledge of the interpersonal working of individualized education plan (IEP) teams and the ability to communicate effectively with other team members.
 - h. Demonstrates the ability to conduct class activities in a way to encourage appropriate interaction between students.
 - i. Demonstrates knowledge of intervention strategies designed to decrease the frequency and strength of inappropriate behaviors of children with disabilities.
 - j. Demonstrates knowledge of utilizing assessment results as a basis for selecting appropriate instructional levels.
 - k. Demonstrates the ability to utilize child-initiated learning experiences and integrates them into ongoing instruction.
 - l. Demonstrates the ability to develop programming which promotes independent performance.
 - m. Demonstrates respect for the worth and uniqueness of all individuals and shows sensitivity to the needs of others.
 - n. Demonstrates knowledge and an understanding of teaching methods, materials, media, and innovative practices related to the education of children with disabilities.
 - o. Demonstrates commitment and positive attitude toward teaching and learning in the areas of exceptionality.
- B. Administrative skill requirements**
- 1. Supervisor skill requirements are:
 - a. Organization planning
 - i. Demonstrates ability to mobilize resources to accomplish organizational goals.
 - b. Program development
 - i. Demonstrates ability to develop and implement program objectives relating to curriculum and instructional goals.
 - ii. Demonstrates ability to coordinate use of key human resources, materials, facilities, and time in relation to expected goals.
 - iii. Demonstrates ability to recognize principles of instruction which when implemented achieve maximum student learning.
 - c. Staff development and evaluation
 - i. Demonstrates ability to determine the needs of staff for professional growth and development and establishes a program which leads to the attainment of goals.
 - ii. Demonstrates ability to evaluate and assess personnel.
 - d. Monitoring and evaluating programs
- i. Demonstrates ability to evaluate productivity of programs as related to the goals and objectives of the school.
- e. General requisites
 - i. Identifies and uses positive communication techniques.
 - ii. Demonstrates knowledge of budgetary process, including the Uniform System of Financial Records.
 - iii. Demonstrates ability to facilitate problem solving and decision making processes.
 - iv. Identifies the role of middle management and interrelationships within the educational organization.
 - v. Demonstrates ability to comply with laws, court decisions, state board rules, and local regulations.
2. Principal skill requirements are:
 - a. Organizational planning
 - i. Demonstrates ability to establish organizational goals based upon assessment of needs.
 - ii. Demonstrates ability to utilize groups to address organizational goals.
 - b. Program development
 - i. Demonstrates ability to develop and implement program objectives relating to curriculum and instructional goals.
 - ii. Demonstrates ability to design instructional programs to meet the diagnosed needs of students.
 - iii. Demonstrates ability to identify classroom management techniques.
 - iv. Demonstrates ability to recognize principles of instruction which when implemented achieve maximum student learning.
 - v. Demonstrates ability to assess school and student achievement.
 - vi. Demonstrates ability to coordinate use of key human resources, materials, facilities, and time in relation to expected goals.
 - c. Staff development and evaluation
 - i. Demonstrates ability to determine the needs of staff for professional growth and development and establishes a program which leads to the attainment of goals.
 - ii. Demonstrates ability to evaluate and assess personnel.
 - d. General requisites
 - i. Demonstrates ability to create a positive work environment.
 - ii. Demonstrates ability to facilitate problem solving and decision making processes.
 - iii. Demonstrates knowledge of budgetary processes, including the Uniform System of Financial Records.
 - iv. Identifies and uses positive communication techniques.
 - v. Demonstrates ability to comply with laws, court decisions, State board rules, and local regulations.
 - e. Special education.
 - i. Demonstrates knowledge of P. L. 94-142 as amended; A.R.S. Title 15; A.A.C. R7-2-401 through R7-2-405; and Section 504 of the Rehabilitation Act.

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- ii. Demonstrates knowledge of the legal rights of children with disabilities under federal, state, and local levels, including those related to employment, accessibility, and benefits.
 - iii. Demonstrates basic knowledge and an understanding of the characteristics and etiologies of the various handicapping conditions.
 - iv. Understands the educational implications of possible deficits and deviations from normal growth and development.
 - v. Demonstrates knowledge of mainstreaming techniques.
 - vi. Demonstrates skills in utilizing teaching techniques which include providing relevant information, corrective feedback, appropriate skill practice, and summarization of instruction.
 - vii. Demonstrates knowledge of intervention strategies designed to decrease the frequency and strength of inappropriate behaviors of children with disabilities.
 - viii. Demonstrates knowledge and an understanding of federal, state, and local laws and district policies and procedures regarding confidentiality and due process.
 - ix. Demonstrates an understanding of the significant roles and influences of the parents in the total environment of handicapped children.
 - x. Demonstrates respect for the worth and uniqueness of all individuals and shows sensitivity to the needs of others.
 - xi. Demonstrates knowledge and an understanding of teaching methods, materials, media, and innovative practices related to the education of children with disabilities.
3. Superintendent skill requirements are:
- a. Organizational planning
 - i. Demonstrates ability to formulate organizational goals based upon community input.
 - ii. Demonstrates ability to mobilize resources to accomplish organizational goals.
 - iii. Demonstrates ability to plan, design, and implement a systematic schedule for assessing goals and objectives.
 - b. Program development
 - i. Demonstrates ability to organize school curriculum.
 - ii. Demonstrates knowledge of designing instructional management programs.
 - c. Staff development and evaluation
 - i. Demonstrates ability to determine the needs of staff for professional growth and development and establishes a program which lead to the attainment of goals.
 - ii. Demonstrates ability to evaluate and assess personnel.
 - d. Evaluating productivity
 - i. Demonstrates ability to evaluate district productivity related to goals and objectives of school.
 - e. General requisites
 - i. Identifies the central importance of the superintendent as a communicator and advocate for quality education.
- ii. Demonstrates knowledge of budgetary processes, including the Uniform System of Financial Records.
 - iii. Demonstrates ability to build local and state support for education.
 - iv. Demonstrates knowledge of political processes affecting education at the local, state, and national levels.
 - v. Demonstrates ability to comply with laws, court decisions, State board rules, and local regulations.
4. Business manager skill requirements are:
- a. Demonstrates the ability to manage, including:
 - i. Planning and organization—develops a comprehensive plan and organizational structure for the implementation and operation of each component of the business program.
 - ii. Personnel selection, supervision and evaluation—recruits, interviews, selects, recommends for hiring, and assigns personnel to positions in the business program; creates a working climate the employees find satisfying; provides for evaluation of individuals within the program based on performance objectives and takes any necessary corrective action.
 - iii. Communication—ensures appropriate personnel are continuously informed as to fiscal activities that would affect their operations.
 - iv. Program evaluation—provides a system of continuous and periodic appraisal of each business operation along with the necessary financial controls to monitor and verify expenditures, revenue, and the adequacy of the budgets and the accounting program. Ensures the mathematical accuracy, legality, propriety and completeness of all financial transactions.
 - b. Demonstrates the ability to develop and administer financial plans and budgets.
 - c. Demonstrates the ability to manage financial accounting and reporting, including:
 - i. Implement the action of financial account system.
 - ii. Provision for the systematic verification and critical review of the financial operations.
 - d. Demonstrates the ability to manage purchasing, warehousing, and inventory, including:
 - i. Developing and supervising the purchasing system.
 - ii. Developing and supervising efficient warehousing and inventory system.
 - e. Demonstrates the ability to manage school property and risk management:
 - i. Establishing, coordinating, and monitoring a property accounting system.
 - ii. Determining the insurance needs and preparing a comprehensive plan for the management of the insurance program.
 - f. Demonstrates the ability to apply applicable laws, court decisions, rules and regulations including:
 - i. Arizona Revised Statutes.
 - ii. State Board of Education rules.
 - iii. The Uniform System of Financial Records (USFR).

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- iv. ~~Attorney General opinions and court decisions.~~
 - v. ~~Local governing board rules and regulations.~~
 - vi. ~~Applicable federal rules and regulations.~~
- C. ~~Special education skill requirements:~~
- i. ~~Skill requirements for all special education certificates are:~~
 - a. ~~Educational and technical foundation:~~
 - i. ~~Demonstrates knowledge and understanding of the history and philosophy of regular and special education:~~
 - (1) ~~Identifies major issues in U.S. education and special education and the historical, social, cultural, economic, and philosophical bases.~~
 - (2) ~~Demonstrates knowledge of P. L. 94-142; Arizona Revised Statutes, Title 15; R7-2-401 through R7-2-405; and Section 504 of the Rehabilitation Act.~~
 - (3) ~~Demonstrates knowledge of legal responsibilities of schools, parents, and students.~~
 - (4) ~~Demonstrates the ability to use the fine arts (dance, drama, music or visual arts) in developing language, communication, and self-expression.~~
 - ii. ~~Demonstrates basic knowledge of normal child development:~~
 - (1) ~~Demonstrates knowledge and understanding of normal development from the prenatal period to adulthood in the areas of emotional, physical, social, neurological, cognitive, and perceptual growth.~~
 - (2) ~~Demonstrates basic knowledge and an understanding of the characteristics and etiologies of the various handicapped conditions.~~
 - (3) ~~Demonstrates basic knowledge and an understanding of the role of the family in relationship to the development of the child.~~
 - iii. ~~Demonstrates knowledge and an understanding of the basic educational principles and psychology of learning:~~
 - (1) ~~Understands the educational implications of possible deficits and deviations from normal growth and development.~~
 - (2) ~~Demonstrates knowledge of the physical, nutritional, cultural, and environmental factors related to learning.~~
 - iv. ~~Demonstrates knowledge and an understanding of current research findings related to the area of exceptionality.~~
 - v. ~~Demonstrates knowledge of mainstreaming techniques.~~
 - b. ~~Identification, evaluation, and placement process:~~
 - i. ~~Demonstrates skill needed to identify and refer students for screening who may be in need of special services and demonstrates ability to develop and implement screening programs.~~
 - ii. ~~Demonstrates the ability to select, administer, and interpret a variety of standardized and non-standardized assessment instruments:~~
 - (1) ~~Demonstrates the ability to interpret and communicate assessment results to evaluation team members and parents.~~
 - iii. ~~Actively participates in teacher/parent conferences, including multi-disciplinary conferences, individualized education plan (IEP) meetings, and placement conferences:~~
 - (1) ~~Demonstrates the ability to utilize assessment results to describe student's skill level and learning style in the development of the individualized education plan (IEP).~~
 - (2) ~~Demonstrates the ability to prepare an individualized education plan (IEP) to comply with state and federal requirements.~~
 - (3) ~~Demonstrates skill in recommending placement for student in the most appropriate and least restrictive environment (LRE).~~
 - iv. ~~Demonstrates knowledge of the interpersonal working of individualized education plan (IEP) teams, and the ability to communicate effectively with other team members.~~
- e. ~~Behavior and classroom management:~~
- i. ~~Structures the environment to maximize learning:~~
 - (1) ~~Organizes and manages the classroom to provide for the learning, physical, and social needs of each student through maximal use of instructional time and materials.~~
 - (2) ~~Organizes activities and supervises use of equipment and materials to promote student health and safety.~~
 - (3) ~~Demonstrates skill to develop a flexible time schedule that provides for learning, physical, and social needs of each student.~~
 - (4) ~~Demonstrates the ability to operate and care for specialized equipment.~~
 - (5) ~~Demonstrate methods for creating and maintaining a climate that promotes student self-motivation, self-discipline, and self-worth.~~
 - (6) ~~Demonstrates methods for involving students in the decision-making process, as appropriate.~~
 - ii. ~~Demonstrates knowledge and an understanding of a variety of behavior management techniques appropriate to manage individual and group behavior:~~
 - (1) ~~Demonstrates skill in acknowledging appropriate behaviors in each student in order to stimulate continued effort.~~
 - (2) ~~Demonstrates the ability to facilitate age appropriate social behavior in individual and group situations.~~
 - (3) ~~Demonstrates skill to provide appropriate assessment feedback as to student behavior.~~
 - (4) ~~Demonstrates the ability to conduct class activities in a way to encourage appropriate~~

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- ate interaction between students.
- iii. Demonstrates skills for teaching students to be attentive.
- iv. Demonstrates skill to listen to and communicate effectively with students.
- v. Demonstrates the ability to appropriately utilize, develop, and maintain individual case files and school records.
- d. Curriculum and instruction:
 - i. Demonstrates the ability to work with curricula across all grade levels, to include reading decoding skills and decoding:
 - (1) Demonstrates knowledge of how to formulate the sequence of and to assess short and long term instructional goals and objectives to meet individual needs.
 - (2) Identifies the purpose, importance, and limitations of psychoeducational testing, and its relationship to curricula.
 - ii. Demonstrates knowledge of selecting appropriate instructional strategies for remediation:
 - (1) Demonstrates knowledge of utilizing diagnostic results as a basis for selecting appropriate instructional levels.
 - (2) Demonstrates the ability to design, select, and adapt instructional materials with primary reference to the learner's developmental skill level.
 - (3) Demonstrates the ability to use instructional equipment and other instructional aids, including the use of computers.
 - (4) Demonstrates the ability to implement teaching procedures and individualized education plans (IEPs) with individuals, small groups, and large groups, including effective use of instructional aids.
 - (5) Demonstrates the ability to utilize child-initiated learning experiences and integrates them into ongoing instruction.
 - iii. Demonstrates the ability to develop programming which promotes independent performance.
 - iv. Demonstrates an awareness of leisure and recreational needs of and opportunities for handicapped individuals.
 - v. Demonstrates an awareness of current career and vocational education and employment for handicapped individuals.
 - vi. Demonstrates the ability to select and use interactive technologies in teaching.
- e. Professional development and responsibilities:
 - i. Demonstrates knowledge and an understanding of federal, state, and local laws and district policies and procedures regarding confidentiality and due process.
 - ii. Demonstrates an understanding of the significant roles and influences of the parents in the total environment of handicapped children.
 - iii. Demonstrates effective communication techniques including conflict management and resolution skills.
 - iv. Demonstrates respect for the worth and uniqueness of all individuals, and shows sensitivity to the needs of others.
 - v. Demonstrates knowledge and an understanding of teaching methods, materials, media, and innovative practices related to the education of handicapped individuals.
 - vi. Demonstrates an awareness of community and agency resources.
 - vii. Demonstrates the ability to provide support and consultant services as needed to regular education teachers, parents, and other school personnel:
 - (1) Demonstrates the ability to locate and share professional materials and ideas.
 - (2) Demonstrates the ability to share information regarding programs for the area of exceptionality with all school personnel.
 - (3) Demonstrates the ability to work with staff regarding identification, screening, and referral procedures.
 - viii. Demonstrates an understanding of expectations and values held by peers, fellow students, para-professionals, parents, etc., regarding the purpose of special education for handicapped individuals.
 - ix. Demonstrates skill necessary to utilize related services and support personnel (i.e., physical therapy, occupational therapy, speech therapy).
 - x. Demonstrates the ability to continue to improve professional skills and abilities through continuing education, involvement in special projects, and related community activities.
 - xi. Demonstrates skill in training and supervising aides and volunteers to reinforce and supplement classroom activities.
 - xii. Demonstrates a commitment and positive attitude toward teaching and learning in the areas of exceptionality.
 - xiii. Demonstrates knowledge and the ability to effectively respond to health and safety emergencies.
- 2. Mentally Handicapped skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:
 - a. Demonstrates knowledge of the general characteristics of mental retardation, its causes, and implications.
 - b. Demonstrates the ability to teach sequentially appropriate skills (i.e., pre-academic, academic, vocational, social, leisure, and recreational).
 - c. Demonstrates the ability to facilitate appropriate social behavior in individual and group situations.
 - d. Demonstrates knowledge of procedures and techniques for counseling and training parents to meet the needs of their child.
 - e. Demonstrates the ability to recognize and teach appropriate developmental level skills.
 - f. Demonstrates skills necessary to utilize alternative communication systems.
 - g. Demonstrates knowledge and an understanding of the daily care needs of the mentally handicapped (i.e., feeding techniques, nutrition, toileting, bathing, hygiene, dressing, ambulation, safety).
 - h. Demonstrates knowledge of skills and theory involved in the teaching of reading and mathemat-

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- ies and in at least two of the following areas: language arts, science, and social studies.
3. Seriously Emotionally Handicapped skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:
- a. Demonstrates knowledge of specific teaching techniques for diagnosis and remediation of learning problems manifested by seriously emotionally handicapped students.
 - b. Demonstrates knowledge of the theoretical models for use with seriously emotionally handicapped students.
 - c. Demonstrates knowledge of intervention strategies designed to result in appropriate behaviors by the student:
 - i. Demonstrates the ability to develop, strengthen, and maintain new appropriate behaviors of seriously emotional handicapped students.
 - ii. Demonstrates skills in shaping behaviors by consistently applying consequences to behavior of seriously emotionally handicapped students.
 - d. Demonstrates knowledge of intervention strategies designed to decrease the frequency and strength of inappropriate behaviors of seriously emotionally handicapped students, including knowledge of appropriate restraining techniques and isolation procedures.
 - e. Demonstrates the ability to plan, manage, and evaluate behavioral interventions and strategies affecting seriously emotionally handicapped students, individually and in group situations.
 - f. Demonstrates the ability to utilize data as a basis for programming decisions affecting seriously emotionally handicapped students.
 - g. Demonstrates skills in utilizing individual and group counseling techniques.
 - h. Demonstrates knowledge of skills and theory involved in the teaching of reading and mathematics and in at least two of the following areas: language arts, science, and social studies.
4. Learning Disabled skills requirements, in addition to the skills delineated in R7-2-605(C)(1), are:
- a. Demonstrates knowledge of specific characteristics of learning disabled students as they relate to learning processes.
 - b. Demonstrates the ability to plan and implement individualized remediation programs utilizing appropriate methods and materials.
 - c. Demonstrates skills in implementing teaching instructions which include providing relevant information, corrective feedback, appropriate practice, and summarizing learning.
 - d. Demonstrates the ability to utilize data as a basis for programming decisions affecting learning disabled students.
 - e. Demonstrates knowledge of skills and theory involved in the teaching of reading and mathematics and in at least two of the following areas: language arts, science, and social studies.
5. Physically Handicapped skills requirements, in addition to the skills delineated in R7-2-605(C)(1), are:
- a. Demonstrates skills necessary to properly handle and position the physically handicapped.
 - b. Demonstrates skills necessary to utilize alternative communication systems and appropriate assisting devices, mobility training techniques, and specially adapted materials and equipment.
 - c. Demonstrates knowledge and an understanding of the daily care needs of the physically handicapped (i.e., feeding techniques, nutrition, toileting, bathing, hygiene, dressing, ambulation, safety).
 - d. Demonstrates knowledge of educational, emotional, and medical implications of the handicapping conditions (i.e., terminally ill, cerebral palsy, brain damage, spina bifida).
 - e. Demonstrates knowledge of the legal rights of the physically handicapped at the federal, state, and local levels as to employment, accessibility, benefits, etc.
 - f. Demonstrates the ability to schedule and coordinate the delivery of support services to allow maximum use of time by physical therapists, occupational therapists, speech therapists, adaptive physical education instructors, counselors, case managers, etc.
 - g. Demonstrates the ability to integrate support service techniques into the student's daily educational activities.
 - h. Demonstrates general knowledge of human anatomy, physiology, and neurology.
 - i. Demonstrates knowledge of skills and theory involved in the teaching of reading and mathematics and in at least two of the following areas: language arts, science, social studies.
6. Hearing Handicapped skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:
- a. Demonstrates knowledge of audiology, speech science, language, and communication:
 - i. Demonstrates knowledge of speech, auditory, and visual mechanisms, as well as anatomy and pathologies of these mechanisms.
 - ii. Demonstrates knowledge of production of speech sounds, as well as knowledge of physical and psychophysical attributes of sound.
 - iii. Demonstrates knowledge of the effects of hearing impairment on the perception and production of speech sounds.
 - iv. Demonstrates knowledge of the steps of speech development in hearing and hearing-impaired children.
 - v. Demonstrates knowledge of language acquisition development and structure, and the implications for education of hearing impaired infants, children and young adults.
 - vi. Demonstrates knowledge of the psychological characteristics of hearing impaired students.
 - b. Demonstrates knowledge of hearing testing procedures and interpretation to include knowledge of functioning, characteristics and maintenance of various types of amplification, and application to learning and instructional processes.
 - c. Demonstrates skills in the areas of developing receptive and expressive communication in hearing impaired individuals:
 - i. Demonstrates knowledge of the potential use of residual hearing to develop language and communication.

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- ii. ~~Demonstrates knowledge of the various modes of communication (audition, speech, sign reading, written communication, speech reading, finger spelling, etc.) and the research on the effectiveness of each mode.~~
 - iii. ~~Demonstrates the ability to integrate and implement audition, speech, and language objectives within a comprehensive communication program.~~
 - iv. ~~Demonstrates the ability to arrange the physical environment to facilitate receptive communication (i.e., speech reading, visual communication systems, and audition).~~
 - d. ~~Demonstrates knowledge of the effects of room acoustics on amplification. Demonstrates knowledge of skills and theory involved in the teaching of reading and mathematics and in at least two of the following areas: language arts, science, and social studies.~~
7. ~~Visually Handicapped skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:~~
- a. ~~Demonstrates skills in reading and writing:~~
 - i. ~~Standard English braille (Grades I and II),~~
 - ii. ~~Braille mathematics (Nemeth Code), and~~
 - iii. ~~Advanced areas as needed (i.e., foreign language braille, braille music, and scientific braille notation).~~
 - b. ~~Demonstrates skills in conveying meaning through various modes of communication (i.e., oral, tactual, and visual).~~
 - e. ~~Demonstrates the ability to evaluate and adapt print material as needed to visual and tactual learners.~~
 - d. ~~Demonstrates the ability to locate specialized media or devices based upon the unique needs of an individual learner.~~
 - e. ~~Demonstrates the ability to provide basic orientation (i.e., sighted guide, directionality, self-protective techniques).~~
 - f. ~~Demonstrates knowledge in anatomy and physiology of the eye, as well as eye pathology.~~
 - g. ~~Demonstrates knowledge of resources for assessment of, and ability to instruct low-vision students.~~
 - h. ~~Demonstrates knowledge of skills and theory involved in the teaching of reading and mathematics and in at least two of the following areas: language arts, science, and social studies.~~
8. ~~Speech and Language Therapy skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:~~
- a. ~~Demonstrates knowledge of speech and language acquisition and development.~~
 - b. ~~Demonstrates knowledge of physical characteristics of sound production and description of phonetic properties of speech.~~
 - e. ~~Demonstrates knowledge of anatomical structures and their functions related to pre-speech and feeding skills, speech production, hearing mechanism and process.~~
 - d. ~~Demonstrates knowledge of specific problems of students with speech, language, or hearing disorders to include:~~
 - i. ~~Disorders of language comprehension and expression, including difficulties in word order, word meanings, word formation, and word retrieval.~~
 - ii. ~~Articulatory disorders.~~
- iii. ~~Disorders of auditory perception and auditory memory.~~
 - iv. ~~Fluency and rate disorders.~~
 - v. ~~Voice disorders.~~
 - e. ~~Demonstrates knowledge of time management and case scheduling with consideration given to age, type of disorder, time available, and location of schools.~~
 - f. ~~Demonstrates knowledge of basic audiometric evaluation and interpretation of results.~~
 - g. ~~Demonstrates knowledge of augmentative communication systems such as total communication, Bliss symbols, communication boards, and electronic devices.~~
 - h. ~~Demonstrates knowledge of consultative model and need for regular communication with parents, other professionals, and staff.~~
 - i. ~~Demonstrates knowledge of skills and theory involved in the teaching of reading and language arts.~~
9. ~~Severely and Profoundly Handicapped skill requirements, in addition to the skills delineated in R7-2-605(C)(1), are:~~
- a. ~~Demonstrates skills necessary to properly handle and position the severely and profoundly handicapped when a physical disability is present.~~
 - b. ~~Demonstrates knowledge of alternative communication systems and ability to adapt to meet the individual needs of the student.~~
 - e. ~~Demonstrates knowledge and an understanding of the medical and psychological problems unique to the severely and profoundly handicapped individual.~~
 - d. ~~Demonstrates knowledge and an understanding of the daily care needs of the severely and profoundly handicapped (i.e., hygiene, feeding techniques, nutrition, bathing, toileting, diapering techniques, dressing, and safety).~~
 - e. ~~Demonstrates knowledge of specific teaching techniques for children with severe intellectual, physical, or sensory deficits, or any combination of these deficits.~~
 - f. ~~Demonstrates the ability to identify alternative diagnostic tests for the severely and profoundly handicapped individual.~~
 - g. ~~Demonstrates the ability to schedule and coordinate the delivery of support services to allow maximum use of time by physical therapists, occupational therapists, speech therapists, adaptive physical education counselors, case managers, etc.~~
 - h. ~~Demonstrates the ability to integrate support service techniques into the student's daily education activities.~~
 - i. ~~Demonstrates the ability to operate, care for, and maintain specialized equipment.~~
 - j. ~~Demonstrates general knowledge of human anatomy, physiology, and neurology.~~
 - k. ~~Demonstrates the ability to collect data as to student progress on a consistent basis.~~
10. ~~Early childhood handicapped skill requirements, in addition to skills delineated in R7-2-605(C)(1), are:~~
- a. ~~Knowledge and understanding of theory and practices applicable to early education for non-handicapped preschool children, including curriculum, methods, materials, and other resources.~~

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- b. Knowledge and understanding of theories and practices applicable to education of the young handicapped child, including skill in observing, recording and analyzing the behavior of young children.
 - c. Knowledge and understanding of curricula, methods, and materials for the special needs of the preschool child.
 - d. Knowledge and understanding of identification and referral process and the ability to select, administer, and interpret formal (standardized) and informal (non-standardized) assessment instruments.
 - e. Knowledge and understanding of normal speech and language acquisition, strategies for assessing and evaluating speech, and language skills strategies for intervention.
 - f. Knowledge and understanding of the interaction between families, the cultural, social and physical environments, and the strategies that enhance a child's opportunity to achieve maximum growth and development.
 - g. Knowledge of the development of play behavior and its significance in the learning experience in early development of preschool children with special needs.
 - h. Knowledge and skill in the physical and environmental management of the preschool child with special needs.
- D. Bilingual endorsement. Requirements are:
- 1. Foundations of instruction for teaching non-English language background and limited-English proficient students:
 - a. Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students.
 - b. Identifies major national and international models and prototypes of bilingual and English as second language programs and the components of such programs.
 - 2. Methods of teaching limited-English proficient students:
 - a. Demonstrates knowledge of theories, approaches, methods, and techniques of first and second language teaching and the suitability of these methods for various age and language groups.
 - b. Demonstrates knowledge of theories, approaches, methods and techniques of teaching reading, writing, and other academic skills in English and the native language to limited-English proficient students.
 - c. Demonstrates the ability to apply appropriate methods for developing first and second language skills including listening, speaking, reading, and writing.
 - d. Demonstrates the ability to plan and present content lessons in both languages across curriculum areas using various teaching techniques.
 - e. Demonstrates the ability to incorporate the students' culture into the curriculum and classroom methodology.
 - f. Demonstrates knowledge of management techniques appropriate to classrooms containing students who have varying levels of proficiency and academic experiences in both languages.
 - g. Selects and applies classroom management techniques appropriate to various program and instructional models including methods of grouping and individualization according to students' linguistic and academic needs.
 - 3. Linguistics of American Indian linguistics:
 - a. Demonstrates knowledge of the basic nature of language, language variation, language change, and the relation of language to society and culture.
 - b. Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
 - c. Demonstrates knowledge of the phonological, morphological, syntactic, semantic, and pragmatic characteristics of English and the students' other languages.
 - d. Demonstrates knowledge of the stages and processes of first and second language acquisition and the implications of these stages and processes for classroom instruction.
 - e. Demonstrates knowledge of the natural effects of contact between languages and the implications of these effects for instruction.
 - f. Demonstrates an awareness of cultural differences and similarities in patterns of communication and implications of these differences and similarities for instruction.
 - g. Regarding American Indian linguistics:
 - i. Demonstrates knowledge of the areas specified in R7-2-605(D)(3)(a) through (f) herein.
 - ii. Demonstrates knowledge of the development and use of tribal writing systems (orthographies).
 - iii. Demonstrates knowledge of the status and development of tribal language policies.
 - 4. School, community, family culture, and parental involvement:
 - a. Demonstrates ability to identify characteristics of a community, its development over time, the nature of family and social life, and the implications of these characteristics for instruction.

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- b. Demonstrates the ability to identify the nature of home, school, and community language use in a particular geographic setting and the implications of such language use for instruction.
 - e. Demonstrates the ability to apply knowledge of school, community, and family culture in maximizing the role of parents in the instruction of their children.
 - d. Demonstrates knowledge of the history, traditions, literature, and contributions of the students' cultural groups.
 - e. Demonstrates ability to prepare students to function effectively in a variety of social and cultural settings.
 - f. Demonstrates knowledge of the role of the school in the community and the implications of this for classroom instruction and parental involvement.
5. Methods of teaching and evaluating handicapped students from non-English language backgrounds: (Required for bilingual endorsements to special education certificates; optional for bilingual endorsements to elementary and secondary certificates.)
- a. Demonstrates ability to assess students' strengths, needs, and progress in English and the primary language through the use of formal and informal instruments and procedures appropriate for the given handicapping condition and level of English language proficiency.
 - b. Demonstrates the ability to determine and carry out instructional goals based on the identified needs of limited English proficient handicapped students.
 - e. Develops and adapts instructional methods and materials appropriate for the limited English proficient student according to the handicapping conditions.
 - d. Demonstrates the ability to collaborate with other education professionals to design an education program appropriate to the needs of limited English proficient students with specific handicapping conditions.
 - e. Demonstrates the ability to differentiate between language use patterns which arise from second language acquisition and bilingual development and those difficulties which arise from speech and language disability.
 - f. Demonstrates knowledge of cultural child-rearing practices and attitudes toward handicapping conditions applicable to the anticipated educational settings, and the implications for instruction and parental involvement.
6. Language proficiency:
- a. Demonstrates the ability to use the non-English language to provide instruction in all areas of the curriculum.
 - b. Demonstrates the ability to communicate effectively in the non-English language with parent and community members.
- E. English as a second language endorsement. Requirements are:
- i. Foundations and methods of instruction for teaching non-English language background and limited English proficient students:
 - a. Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students.
 - b. Identifies major national and international models and prototypes of bilingual and English as a second language programs and the components of such programs.
 - e. Demonstrates knowledge of theories, approaches, methods, and techniques of first and second language teaching and the suitability of these methods for various age and language groups.
 - d. Demonstrates knowledge of theories, approaches, methods, and techniques of teaching reading, writing, and other academic skills in English to limited English proficient students.
 - e. Demonstrates the ability to apply appropriate methods for developing second language skills including listening, speaking, reading, and writing.
 - f. Demonstrates the ability to incorporate the students' culture into the curriculum and classroom methodology.
 - g. Demonstrates knowledge of management techniques appropriate to classrooms containing students who have varying levels of proficiency and academic experiences in both languages.
 - h. Selects and applies classroom management techniques appropriate to various program and instructional models including methods of grouping and individualization according to students' linguistic and academic needs.
 - i. Assesses language proficiency and academic performance correctly and utilizes the results for program placement, prescription, grouping, reporting, and program planning.
 - j. Demonstrates the ability to evaluate instructional materials in terms of the students' linguistic, cultural, and academic needs.
 - k. Demonstrates the ability to present the regular district course of study to limited English proficient students by developing and adapting curriculum, instructional materials, instructional methods, and modes of evaluating students' content area knowledge.
 - l. Demonstrates the ability to develop language skills through the content areas.
 - m. Demonstrates the ability to collaborate with other education professionals such as content area teachers, classroom teachers, and counselors to assist in promoting the participation of limited English proficient students in all aspects of schooling.
 - n. Demonstrates the ability to apply State Board of Education criteria pursuant to R7-2-306(G)(3)(a) for reassessment of limited English proficient students to determine readiness to succeed without the bilingual or ESL program.
 - o. Demonstrates the ability to teach and evaluate handicapped students from non-English language backgrounds: (Required for English as a second language endorsements to special education certificates; optional for English as a second language endorsements to elementary and secondary certificates.)
 - i. Demonstrates ability to assess student strengths, needs, and progress through the use of formal and informal instruments and procedures appropriate for the given handicapping

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- condition and level of English language proficiency.
 - ii. ~~Demonstrates the ability to determine and carry out instructional goals based on the identified needs of limited English proficient handicapped students.~~
 - iii. ~~Develops and adapts instructional methods and materials appropriate for the limited English proficient student according to the handicapping conditions.~~
 - iv. ~~Demonstrates the ability to collaborate with other education professionals to design an education program appropriate to the needs of limited English proficient students with specific handicapping conditions.~~
 - v. ~~Demonstrates the ability to differentiate between language use patterns which arise from second language acquisition and bilingual development and those difficulties which arise from speech and language disability.~~
 - vi. ~~Demonstrates knowledge of cultural child-rearing practices and attitudes toward handicapping conditions applicable to the anticipated educational settings and the implications for instruction and parental involvement.~~
2. ~~Linguistics or American Indian linguistics:~~
- a. ~~Demonstrates knowledge of the basic nature of language, language variation, language change, and the relation of language to society and culture.~~
 - b. ~~Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.~~
 - c. ~~Demonstrates knowledge of the phonological, morphological, syntactic, semantic, and pragmatic characteristics of English and the students' other languages.~~
 - d. ~~Demonstrates knowledge of the stages and processes of first and second language acquisition and the implications of these stages and processes for classroom instruction.~~
 - e. ~~Demonstrates knowledge of the natural effects of contact between languages and the implications of these effects for instruction.~~
 - f. ~~Demonstrates an awareness of cultural differences and similarities in patterns of communication and the implications of these differences and similarities for instruction.~~
 - g. ~~Regarding American Indian linguistics:~~
 - i. ~~Demonstrates knowledge of the areas specified in R7-2-605(E)(2)(a) through (f) herein.~~
 - ii. ~~Demonstrates knowledge of the development and use of tribal writing systems (orthographies).~~
 - iii. ~~Demonstrates knowledge of the status and development of tribal language policies.~~
3. ~~Nature and grammar of the English language:~~
- a. ~~Demonstrates knowledge of the language-specific features and rules of English phonology, morphology, and syntax.~~
 - b. ~~Demonstrates knowledge of the ways in which meaning is conveyed and understood during oral and written interactions in English (pragmatics).~~
 - c. ~~Demonstrates knowledge of the nonverbal English communication system.~~
 - d. ~~Demonstrates knowledge of a variety of speech styles, registers, and levels of usage, and the implications of these variations for instruction.~~
4. ~~School, community, family culture, and parental involvement:~~
- a. ~~Demonstrates ability to identify characteristics of a community, its development over time, the nature of family and social life, and the implications of these characteristics for instruction.~~
 - b. ~~Demonstrates the ability to identify the nature of home, school, and community language use in a particular geographic setting and the implications of such language use for instruction.~~
 - c. ~~Demonstrates the ability to apply knowledge of school, community, and family culture in maximizing the role of parents in the instruction of their children.~~
 - d. ~~Demonstrates the ability to acquire knowledge of the history, traditions, literature, and contributions of the students' cultural groups.~~
 - e. ~~Demonstrates ability to prepare students to function effectively in a variety of social and cultural settings.~~
 - f. ~~Demonstrates knowledge of the role of the school in the community and the implications of this for classroom instruction and parental involvement.~~
5. ~~Second language learning experience:~~
- a. ~~Demonstrates knowledge of the affective and linguistic processes in second language development.~~
 - b. ~~Demonstrates ability to use a second language for basic survival needs and minimum courtesy requirements.~~
 - c. ~~Demonstrates ability to read and understand simple printed materials dealing with basic survival and social needs in the second language.~~
 - d. ~~Demonstrates ability to write a second language to meet limited practical needs.~~
- F. ~~Middle level teacher endorsement. Requirements are:~~
1. ~~Classroom management:~~
- a. ~~Demonstrates skills necessary to effectively manage groups of students in activity settings.~~
 - b. ~~Demonstrates the ability to function calmly in a high activity environment.~~
 - c. ~~Demonstrates the ability to function effectively in various organizational and staffing situations, such as team teaching, differentiated staffing, and multiple age groups.~~
2. ~~Curriculum and instruction:~~
- a. ~~Identifies techniques appropriate to curriculum objectives in the cognitive, affective, and psychomotor domain.~~
 - b. ~~Demonstrates the ability to organize the curriculum to facilitate the developmental tasks of preadolescence and early adolescence.~~
 - c. ~~Demonstrates a broad academic background with specialization in at least two allied areas of the curriculum.~~
 - d. ~~Demonstrates the ability to teach problem-solving skills and to develop lessons which are inquiry oriented.~~
 - e. ~~Demonstrates knowledge of reading techniques which will enable students to progress and improve their reading in the subject area.~~
 - f. ~~Demonstrates knowledge of careers and the ability to help students explore careers.~~

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3. Assessment and evaluation:
 - a. Demonstrates skills needed to diagnose reading problems and provide a remedial program in the regular classroom.
 - b. Demonstrates the ability to skillfully use questioning techniques to achieve higher order thinking processes in students.
 4. Growing and learning theories:
 - a. Demonstrates an understanding of the developmental states of students in the middle level years and applies this in the classroom and the school as a whole.
 - b. Demonstrates knowledge of the preadolescent and early adolescent physical development including knowledge of physical activity needs and the diversity and variety of physical growth rates.
 - c. Demonstrates knowledge of the preadolescent and early adolescent intellectual development with emphasis on the transition from concrete to formal levels of mental development.
 - d. Demonstrates knowledge of the socio-emotional development including the need to adjust to a changing body.
 5. Organization, administration, and other:
 - a. Demonstrates the ability to work with extracurricular activities in the school.
- G. Supervisor of psychologists. Requirements are:
1. Organization planning:
 - a. Demonstrates ability to mobilize resources to accomplish organizational goals.
 2. Program development:
 - a. Demonstrates ability to develop and implement program objectives relating to psychological services, curriculum, and instructional goals.
 - b. Demonstrates ability to coordinate use of key human resources, materials, facilities, and time in relation to expected goals.
 - c. Demonstrates ability to recognize principles of instruction which, when implemented, achieves maximum student learning.
 3. Staff development and evaluation:
 - a. Demonstrates ability to determine the needs of staff for professional growth and development and establishes a program which leads to the attainment of goals.
 - b. Demonstrates ability to evaluate and assess personnel.
 4. Monitoring and evaluating programs:
 - a. Demonstrates ability to evaluate productivity of programs as related to the goals and objectives of the school and district.
 5. General requisites:
 - a. Identifies and uses positive communication techniques.
 - b. Demonstrates knowledge of budgetary processes including the Uniform System of Financial Records.
 - c. Demonstrates ability to facilitate problem solving and decision making processes.
 - d. Identifies the role of middle management and the interrelationships within the educational organization.
 - e. Demonstrates ability to comply with laws, court decisions, State Board rules, and local regulations.
- H. Gifted endorsement. Requirements are:
1. Classroom management:
 - a. Demonstrates skill in using appropriate methods for teaching the gifted at the elementary or secondary levels.
 - b. Identifies and describes the characteristics, strengths, and weaknesses of major teaching learning models used in gifted education.
 - c. Paces instruction based on the learning needs of gifted students.
 2. Curriculum and instruction:
 - a. Demonstrates ability to develop and implement curriculum for elementary or secondary programs for the gifted.
 - b. Identifies and describes a step-by-step process for curriculum development for the gifted.
 - c. Selects key ideas, concepts, and methods in the academic discipline.
 - d. Selects appropriate objectives for critical, productive, and higher level thinking skill development.
 - e. Identifies and implements teaching strategies for the major types of research procedures.
 - f. Identifies and implements teaching strategies for problem solving techniques (e.g., creative, logical, critical).
 - g. Designs an appropriate sequence for content and skills objectives.
 - h. Constructs curriculum that builds on and extends the regular curriculum while avoiding repetition; develops broad conceptual understanding of learning.
 - i. Uses the major teaching learning models with the gifted.
 - j. Selects or develops, and uses teaching materials appropriate for the gifted.
 - k. Identifies and describes characteristics, strengths, and weaknesses of major service delivery models appropriate for gifted students.
 3. Assessment, evaluation, and further research:
 - a. Demonstrates skills in testing, measurement, screening, and identification of gifted students:
 - i. Identifies and describes categories of giftedness.
 - ii. Identifies and describes tests and other instruments appropriate for screening, identification, and diagnosis of the various categories of giftedness, including tests for special populations of the gifted, such as ethnic minorities, limited English proficient students, the economically disadvantaged, and the handicapped.
 - iii. Describes the issues involved in screening and identification of the gifted.
 - iv. Identifies and uses ethical guidelines in administering, interpreting, and maintaining records of tests and results.
 - v. Uses tests and instruments appropriately.
 - vi. Interprets tests and instruments appropriately.
 - b. Demonstrates knowledge of research and evaluation of programs for the gifted:
 - i. Identifies the major research studies and results related to education of the gifted.
 - ii. Describes the implications of research results for the development of programs for the gifted.

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- iii. Identifies appropriate methods and demonstrates skill in evaluating the progress of gifted students.
 - 4. Growing and learning theories:
 - a. Demonstrates knowledge and comprehension of the nature and needs of gifted students.
 - b. Recognizes and identifies common characteristics of gifted students.
 - c. Describes cognitive, emotional, and social development of the gifted.
 - d. Demonstrates knowledge of learning styles of gifted students.
 - 5. Educational foundations:
 - a. Demonstrates knowledge and comprehension of historical development of education for the gifted.
 - b. Identifies major influential individuals in the field of teaching the gifted and describes their contributions.
 - c. Defines major concepts and terms related to education of the gifted.
 - 6. Organization, administration, and other:
 - a. Demonstrates knowledge of national and state legislation, rules, and common law related to gifted programs:
 - i. Describes current federal and state legislation, rules, and case law governing gifted programs.
 - ii. Describes appropriate procedures for implementing current legislation, rules and common law in programs for the gifted.
 - b. Demonstrates skills in career and academic advisement of the gifted:
 - i. Identifies the major problems faced by gifted students in academic, career, social, and emotional areas.
 - ii. Uses appropriate methods for advising the gifted.
 - iii. Identifies a variety of careers of interest to the gifted and the educational requirements necessary to enter them.
 - c. Communicates with other teachers, administrators, and parents regarding program and student-related issues.
- I. Primary level endorsement. Requirements are:
- 1. Growing and learning theories. Demonstrates and applies basic knowledge of primary age child development:
 - a. Demonstrates and applies basic knowledge of the primary age child's physical development to include fine motor, gross motor and sensory development;
 - b. Demonstrates and applies basic knowledge of the primary age child's cognitive development to include: critical thinking, problem solving, curiosity, exploration, and learning styles according to the needs of primary age children;
 - c. Demonstrates an understanding of language development and acquisition, including verbal and non-verbal communication skills;
 - d. Demonstrates and applies basic knowledge of the primary age child's social-emotional growth.
 - 2. Curriculum and instruction:
 - a. Demonstrates ability to develop and implement an integrated curriculum based on the age and development of the primary age child;
 - b. Demonstrates ability to develop and implement a relevant curriculum which is child centered and cognizant of the whole child as an active learner;
 - c. Demonstrates ability to develop and implement a curriculum which involves children in learning activities through play, art, music, movement, construction, and drama;
 - d. Demonstrates ability to develop and implement a curriculum designed to enhance children's self-esteem, sense of competence, motivation, curiosity, and positive feelings toward learning;
 - e. Demonstrates ability to develop and implement a curriculum which recognizes the importance of developing positive peer relationships and cooperative learning;
 - f. Demonstrates ability to develop and implement a curriculum which includes child-initiated learning activities;
 - g. Demonstrates ability to implement and integrate multicultural and anti-bias themes, literature, and experiences in all curriculum areas.
3. Evaluation and assessment:
 - a. Uses screening and testing instruments to identify, assess, and evaluate;
 - b. Interprets and communicates results of formal and informal assessment instruments as they relate to the primary age child;
 - c. Maintains ongoing observation and recording of each child's progress to improve individual and group instruction;
 - d. Demonstrates the ability to include the family in assessing the child's development, in identifying strengths and needs and in setting goals.
4. Parent, family, and community involvement in primary education:
 - a. Demonstrates an understanding of parents as partners in the educational process;
 - b. Demonstrates the ability to maintain an open, friendly, and cooperative relationship with each child's family, recognizing and accepting family and community cultural diversity;
 - c. Demonstrates the ability to involve the family and community in the education of the child which supports the child's relationship with his or her environment;
 - d. Provides opportunities to extend and enrich a child's understanding of the environment.
- J. School library media endorsement. Requirements are:
- 1. Professionalism:
 - a. Exhibits comprehension of the role of the school library media center in a society and the interrelationships of all types of libraries and information agencies.
 - b. Works independently and collectively to advocate and promote opportunities to improve teaching and librarianship.
 - c. Engages in continuous self-evaluation and self-directed learning for professional growth.
 - d. Maintains an active interest in and contributes to appropriate local, state, regional, and national professional associations and publications.
 - e. Demonstrates a commitment to promoting intellectual freedom.
 - f. Exhibits ethical behavior.

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- g. Subscribes to the importance of cooperation and networking among libraries utilizing electronic communications such as FAX and electronic bulletin boards.
 - h. Responds sensitively to interrelationships with peers to achieve common goals.
2. Public relations, communications, and group dynamics:
- a. Maintains a teaching and learning environment in the school library media center.
 - b. Practices effective interpersonal relationships within the school community and communicates regularly and purposefully to further school goals and relates media program needs and accomplishments.
 - c. Listens and responds to information requests in a manner that encourages further inquiry and self-directed learning.
 - d. Develops and maintains an effective public relations program that communicates to the school board, students, teachers, administrative staff, parents, and the general public the vital contribution of the school library media program to learning.
 - e. Builds partnerships to support library media programs.
3. Instructional leadership and curriculum development:
- a. Participates fully in the curriculum development process at both the building and district levels.
 - b. Recommends, implements, and evaluates strategies for teaching and creative uses of resources including interactive technologies, i.e., utilizing laser discs and computers and distance learning.
 - c. Applies basic principles of instructional design in producing media for specific learning objectives.
 - d. Assists faculty and students in designing and producing resources.
 - e. Ensures that students experience literature and language that will promote positive attitudes and provide a basis for a lifetime of reading.
 - f. Provides activities and opportunities that enable students to assure responsibility for independent learning.
 - g. Assesses existing and emerging technologies for teaching and learning applications.
4. Collection development:
- a. Develops and puts into practice a continuous process for building the collection which includes resource needs assessment, selection policy and procedure creation, review, and implementation.
 - b. Exemplifies the school's philosophy, curricular, and instructional objectives in the selection of resources and equipment and development of the collection.
 - c. Enables students to meet their personal and developmental needs and teachers to meet their professional needs through acquisition and organization of an appropriate print and nonprint collection.
 - d. Identifies and applies criteria and techniques appropriate for evaluating resources in all formats and at all grade levels, including those produced locally by teachers and students.
 - e. Develops a partnership with teachers to ensure the resource evaluation and selection provides:
 - i. Curricular resources appropriate to the learner characteristics, such as ability levels, interests, physical and emotional needs, and learning styles.
 - ii. Curricular resources that reflect teaching styles and instructional strategies.
 - f. Recognizes the characteristics unique to existing and emerging technologies and to each information format in order to select resources according to their specific contribution to learning objectives and student needs.
 - g. Evaluates information resources (i.e., on-line research) available outside the school's collection and appropriately coordinates these with selection and purchase or production of resources to most effectively meet the school's goals and objectives.
 - h. Establishes processes and procedures that assure appropriate resources are available when needed, i.e., selection, acquisitions, circulation, resource sharing.
5. Organization:
- a. Coordinates the acquisition process for resources, equipment, and supplies.
 - b. Implements standardized procedures for classifying, cataloging, and processing resources for the school's collection.
 - c. Organizes and maintains current bibliographic records.
 - d. Selects and uses appropriate circulation systems.
 - e. Implements and evaluates policies and procedures based on user needs.
 - f. Implements procedures for ongoing inventory and maintenance of resources and equipment.
6. Administration:
- a. Works with teachers, administrators, and other library media professionals to establish library media program goals that are an integral part of the educational program of the school and district.
 - b. Develops and implements with teachers, administrators, and other library media professionals, a long range planning process to identify comprehensive library media program goals, objectives, and strategies, and disseminates the plan to the school community.
 - c. Designs, establishes, and communicates policies and procedures that implement the school library media program.
 - d. Prepares, justifies, and administers the school library media program budget according to specific program goals.
 - e. Supports the instructional program of the school by effectively planning and arranging the use of school library media facilities.
 - f. Assigns, instructs, supervises, and evaluates clerks, technicians, volunteers, and student assistants.
 - g. Advocates, initiates, and implements formal and informal resource sharing agreements to provide increased availability and accessibility of information.
 - h. Works with teachers, administrators, and other library media professional to evaluate the effect of the overall school library media program on the instructional program.
 - i. Applies research findings for the improvement of the school library media program.

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- j. ~~Conducts action research to assist in developing and implementing an exemplary school library media program.~~
- k. ~~Assesses existing and emerging technologies for management and educational applications.~~
- l. ~~Facilitates the efforts of the school library media advisory committee which would include such individuals as administrators, teachers, students, parents, and other representatives of the community.~~

The Director of Certification shall be responsible for:

1. Issuance of the appropriate certificates based on the applicant's compliance with the Board requirements;
2. Collection of proper fees for certification services and the transmittal of those funds to the State Treasurer;
3. Implementation of all certification rules and regulations; and
4. Approval of foreign transcript translation and evaluation agencies.

7-2-606. Endorsements Proficiency Assessments

~~Endorsements are riders on certificates that note areas of expertise and, without fee, are automatically renewed with concurrently held certificates. A regionally accredited institution shall be an institution as defined in R7-2-601(G). Optional endorsements may be required by local governing boards.~~

1. ~~Library media specialist endorsement, grades K-12, optional. Requirements are:~~
 - a. ~~Arizona elementary, secondary, or special education certificate~~
 - b. ~~A Master's degree in library and information science or in education with a major in library and information science.~~
 - c. ~~One year experience as a classroom teacher~~
2. ~~Reading specialist endorsement, grades K-12. The reading endorsement is required for all personnel serving in the positions of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or similar titles. Requirements are:~~
 - a. ~~Arizona elementary, secondary, or special education certificate.~~
 - b. ~~Eighteen semester hours of upper division or graduate level course work taken from a regionally accredited institution to include decoding, diagnosis and remediation of reading difficulties, research, and practicum or internship in reading.~~
3. ~~Driver education endorsement. Requirements are:~~
 - a. ~~An Arizona teaching certificate.~~
 - b. ~~A valid Arizona driver's license and course work in safety education, driver and highway safety education, and driver education laboratory experience, or 3 years of experience as a driver education teacher.~~
 - c. ~~Course work in safety education, driver and highway safety education, and driver education laboratory experience.~~
 - d. ~~A driving record with no more than six violation points and no revocation or suspension of driver's license within two years prior to application.~~
 - e. ~~If endorsement is denied on basis of an unacceptable driving record, the applicant must, in order to be considered for certification, maintain a driving record free of convictions from moving violations or chargeable accidents for two years after the last conviction.~~
4. ~~Art, music, dance, dramatic arts, physical education, or technology education endorsement, grades K-12. The~~

~~content area endorsement is required for all personnel whose sole assignment is as the primary deliverer of that content area. Certified teachers employed as the primary deliverer of dance or dramatic arts prior to May 2, 1991, shall be exempt from this rule. Requirements are:~~

- a. ~~Arizona elementary, secondary, or special education certificate.~~
 - b. ~~Elementary or secondary methods of teaching content area.~~
 - c. ~~Thirty semester hours in content area.~~
5. ~~Provisional bilingual education endorsement, grades K-12, valid three years, nonrenewable. A provisional bilingual education endorsement shall be required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction except for those persons possessing a bilingual education endorsement pursuant to this rule. Requirements are:~~
 - a. ~~Arizona elementary, secondary, or special education certificate.~~
 - b. ~~Proficiency in the language other than English as specified in subparagraph (6)(d) of this rule.~~
 6. ~~Bilingual education endorsement, grades K-12. The bilingual education endorsement shall be required of all personnel serving as bilingual classroom teachers, bilingual resource teachers, bilingual specialists, or other teachers responsible for providing bilingual instruction except for those persons possessing a provisional bilingual education endorsement pursuant to this rule. The holder of this endorsement is authorized to teach English as a second language. Requirements are:~~
 - a. ~~Arizona elementary, secondary, or special education certificate.~~
 - b. ~~Completion of an approved program in bilingual education or 21 semester hours from a regionally accredited institution in courses specified in this subparagraph. Fifteen of these hours shall be in courses at the upper division undergraduate or graduate levels. However, American Indian linguistics may be taken at the lower division undergraduate level, leaving a total of 12 semester hours required at the upper division undergraduate or graduate levels:~~
 - i. ~~Three semester hours of courses in foundation of instruction for non-English language background students.~~
 - ii. ~~Nine semester hours of upper division undergraduate or graduate level course in methodology appropriate to the grade level of the certificate to include:~~
 - (1) ~~Bilingual methods, materials, and curriculum, student assessment and teaching reading and writing in the native language. These courses shall have been taught using the non-English language in which proficiency is to be verified pursuant to this paragraph.~~
 - (2) ~~English as a second language for bilingual settings and teaching reading and writing to limited English proficient students.~~
 - iii. ~~Three semester hours of courses in linguistics to include:~~

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- (1) Upper division undergraduate or graduate level courses in psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority student; or
 - (2) American Indian language linguistics.
 - iv. Three semester hours of instruction in courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English language background students.
 - v. Three semester hours in courses at the upper division undergraduate or graduate level in methods of teaching and evaluating handicapped children from non-English language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
 - vi. For elementary and secondary certificates only, three semester hours in courses selected from:
 - (1) Subdivisions (b)(ii), (iii), or (v);
 - (2) An upper division undergraduate or graduate level language course for teaching content areas in the non-English language in which proficiency is to be verified pursuant to this paragraph;
 - (3) An upper division undergraduate or graduate level course on the nature and grammar of the English language.
 - e. Student teaching from a regionally accredited institution in a bilingual setting at the appropriate grade level of the certificate or two years of successful bilingual teaching experience at the appropriate grade level of the certificate, as verified in writing by the district superintendent or head of district.
 - d. Proficiency in the language other than English shall be verified by the language department of a regionally accredited institution except in the case of Spanish and American Indian languages.
 - i. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon University.
 - ii. American Indian language proficiency shall be verified in writing by an official designated by the appropriate tribe.
7. Provisional English as a second language (ESL) endorsement, grades K-12, valid three years, nonrenewable. The provisional ESL endorsement shall be required of all personnel serving in the capacity of ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing an ESL endorsement pursuant to this rule. Requirements are:
- a. Arizona elementary, secondary, or special education certificate.
 - b. Six semester hours in courses specified in subparagraph (8)(b) of this rule, three of which shall be from subdivision (8)(b)(ii).
8. English as a second language (ESL) endorsement, grades K-. The ESL endorsement shall be required of all personnel serving in the capacity of ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing a provisional ESL endorsement pursuant to paragraph (7). Individuals teaching in bilingual or English as a second language programs for two years may petition to have the courses in subdivisions (8)(b)(iv) and (8)(b)(v) waived upon receipt of a letter from the district superintendent or head of the district verifying that they have been successfully teaching in one or both programs for two years. Requirements are:
- a. Arizona elementary, secondary, or special education certificate.
 - b. Completion of a program in English as a second language or 21 semester hours from a regionally accredited institution in courses specified in subdivisions (8)(b)(i) through (v). Fifteen of these hours shall be in courses at the upper division undergraduate or graduate levels. However, American Indian linguistics may be taken at the lower division undergraduate level, leaving a total of 12 semester hours required at the upper division undergraduate or graduate levels.
 - i. Three semester hours of courses in linguistics to include:
 - (1) Upper division undergraduate or graduate level courses in psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students; or
 - (2) American Indian language linguistics.
 - ii. Nine semester hours in courses appropriate to the grade level of the certificate to include ESL methods; the teaching of reading and writing to limited English proficient students and assessment of limited English proficient students. These courses shall be at the upper division undergraduate or graduate levels.
 - iii. Three semester hours in courses at the upper division undergraduate or graduate levels on the nature and grammar of the English language.
 - iv. Three semester hours of instruction in courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English language background students.
 - v. Three semester hours of a supervised practicum or internship appropriate to the grade level of the certificate from a regionally accredited institution or two years of successful ESL or bilingual teaching experience at the appropriate grade level of the certificate as verified in writing by the district superintendent or head of district.
- e. Second language learning experience as documented by any of the following:
- i. Six semester hours in courses in a single second language;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;

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- iii. Placement by the language department of a regionally accredited institution in a third-semester level;
 - iv. Placement at level one intermediate/low or more advanced score on the Oral Proficiency Interview as verified in writing by an official authorized by the American Council for the Teaching of Foreign Languages (ACTFL);
 - v. Passage of the Arizona Classroom Spanish Proficiency Examination administered by the University of Arizona, Northern Arizona University, Arizona State University, or Grand Canyon University;
 - vi. Demonstration of American Indian language proficiency as verified in writing by an official designate by the appropriate tribe;
 - vii. Second language learning experience equivalent to six semester hours as verified in writing by an official of the department of language, education, or English at a regionally accredited institution.
9. Middle level teaching endorsement, grades 5-9, optional. Requirements are:
- a. Arizona elementary or secondary certificate.
 - b. Six semester hours of upper division or graduate course work taken from a regionally accredited institution, in middle level professional education course work to include:
 - i. A course in early adolescent psychology.
 - ii. A course in middle level curriculum.
 - iii. Student teaching with grades 5-9 or one academic year of verifiable, full-time teaching experience within grades 5-9.
10. Provisional gifted endorsement, grades K-12, valid for three years, nonrenewable. The provisional gifted endorsement shall be required of all State Board certified teachers of the gifted or those individuals serving positions with the gifted and those certificated teachers who daily instructional contacts include a majority of students gifted in that area of instruction, except for those individuals possessing a gifted endorsement pursuant to this rule. Requirements are:
- a. Arizona elementary, secondary, or special education certificate; and
 - b. Two years of teaching experience in a classroom or special program in which a majority of students are gifted in that area of instruction as verified in writing by the district superintendent or head of district; or 90 clock hours of documented in service training in gifted education, to include the skills set forth in R7-2-605, as verified in writing by the school district governing board or its designee or completion of at least six semester hours of courses which teach the skills set forth in R7-2-605.
11. Gifted endorsement, grades K-12. The gifted endorsement shall be required of all State Board certified teachers of the gifted or those individuals serving positions with the gifted and certificated teachers whose daily instructional contacts include a majority of students gifted in that area of instruction, except for those individuals possessing a provisional gifted endorsement pursuant to this rule. Requirements are an Arizona elementary, secondary, or special education certificate, and applicants must fulfill the requirements of one of the following two options:
- a. Option A. Three years of full-time experience in gifted education as a teacher, resource teacher, specialist, or other similar position, as verified in writing by the district superintendent or head of district plus a minimum of 135 clock hours of documented in-service training in gifted education or nine semester hours in gifted education courses from a regionally accredited institution to include the skills set forth in R7-2-605, as verified by the school district governing board or its designee.
 - b. Option B.
 - i. Completion of 12 semester hours of courses dealing with the education of the gifted from a regionally accredited institution to include courses which teach the skills set forth in R7-2-605.
 - ii. Completion of nine upper division undergraduate or graduate semester hours in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science from a regionally accredited institution.
 - iii. Completion of six semester hours of practicum with the gifted from a regionally accredited institution or two years of full-time teaching experience at the appropriate grade level of the certificate in a classroom or resource room for the gifted, verified in writing by the district superintendent or head of the district.
 - iv. Fifteen clock hours of documented in-service training in gifted education, to include the skills set forth in R7-2-605, as verified in writing by the school district governing board or its designee, may be substituted for each hour of courses required in subparagraph (b) for a maximum of six semester hours.
12. Mathematics specialist endorsement, grades K-8, optional. Requirements are:
- a. Arizona elementary or special education certificate.
 - b. Three semester hours in the methods of teaching elementary school mathematics.
 - c. Eighteen semester hours in mathematics education as follows:
 - i. May include no more than three semester hours of in-service programs based on 15 classroom hours being equivalent to one semester hour;
 - ii. Nine semester hours in mathematics content to include three of the following:
 - (1) Algebraic concepts for teacher of elementary and middle school mathematics;
 - (2) Probability and statistics for teachers of elementary and middle school mathematics;
 - (3) Geometry concepts for teachers of elementary and middle school mathematics;
 - (4) The nature and origin of mathematics for teachers of elementary and middle school mathematics;
 - (5) Number theory concepts for teachers of elementary and middle school mathematics;

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- iii. ~~Nine semester hours in mathematics education to include three of the following:~~
 - ~~(1) Mathematics curriculum and instruction for the elementary and middle grades;~~
 - ~~(2) Teaching mathematics as problem solving in elementary and middle schools;~~
 - ~~(3) Mathematics diagnosis and remediation in elementary and middle schools;~~
 - ~~(4) Applications of technology in the teaching of elementary and middle school mathematics;~~
 - ~~(5) The cognitive growth and development of the mathematics learner in the elementary and middle grades.~~
 - 13. ~~Elementary foreign language endorsement, grades K-8, optional. Requirements are an Arizona elementary, secondary or special education certificate, and applicants must fulfill the requirements of one of the following three options:~~
 - a. ~~Option A:~~
 - i. ~~Proficiency in a language other than English shall be verified in writing by the appropriate language department of a regionally accredited institution. Such verification shall include proficiency in speaking, reading, and writing. American Indian language proficiency shall be verified in writing by an official designated by the appropriate tribe.~~
 - ii. ~~Three semester hours in the methods of teaching a foreign language or second language at the elementary level.~~
 - iii. ~~Three semester hours in child development.~~
 - b. ~~Option B:~~
 - i. ~~Arizona bilingual education endorsement.~~
 - ii. ~~Three semester hours in child development.~~
 - c. ~~Option C:~~
 - i. ~~Arizona English as a second language (ESL) endorsement.~~
 - ii. ~~Proficiency in a language other than English shall be verified in writing by the appropriate language department of a regionally accredited institution. Such verification shall include proficiency in speaking, reading, and writing. American Indian language proficiency shall be verified in writing by an official designated by the appropriate tribe.~~
 - iii. ~~Three semester hours in child development.~~
 - A. The Arizona Teacher Proficiency Assessment is adopted as the proficiency assessment for teaching certificates. The Arizona Administrator Proficiency Assessment is adopted as the proficiency assessment for administrative certificates.
 - B. The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall assess proficiency in the standards described in R7-2-602(H) as a requirement for certification of elementary and secondary teachers and in R7-2-602(H) and R7-2-602(J) as a requirement for certification of special education teachers. The Department shall begin this assessment before September 1, 1998.
 - C. The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall assess proficiency in the standards described in R7-2-602(I) as a requirement for certification of elementary, secondary, special education, and vocational teachers. The Department shall begin this assessment before September 1, 1998.
 - D. The performance portion of the Arizona Teacher Proficiency Assessment shall assess proficiency in the standards described in R7-2-602(B), R7-2-602(C), R7-2-602(D), R7-2-602(E), R7-2-602(F), and R7-2-602(G) as a requirement for certification of elementary, secondary, and special education teachers. The Department shall begin this assessment before September 1, 1999.
 - E. The Arizona Administrator Proficiency Assessment shall assess professional knowledge and performance in the standards described in R7-2-603 as a requirement for certification of administrators, supervisors, principals, and superintendents. The Department shall begin this assessment before January 1, 1999.
 - F. The passing score for each assessment shall be determined by the Board using the results of validity and reliability studies.
 - G. The proficiency assessments for professional knowledge and subject areas will be administered at least 6 times each calendar year, at times and places determined by the Department.
 - H. The provisional elementary, secondary, or special education certificate allows the beginning teacher up to 4 semesters or 2 school years of teaching experience before completing the performance assessment portion of the Arizona Teacher Proficiency Assessment.
 - 1. If the beginning teacher has not been employed in a teaching position for 4 semesters or 2 school years, the certificate shall, upon the written request of the holder, be extended once for the time the teacher was not employed during the provisional certification period.
 - 2. If the beginning teacher has been employed for 4 semesters or 2 school years but has not successfully completed the performance assessment, the certificate shall be extended once, for 1 year, upon the written request of the holder.
 - I. If the provisionally certified teacher has not successfully completed the performance assessment by the expiration date on the extended certificate pursuant to (H)(1) or (H)(2) of this section, the individual may reapply for a provisional certificate after 1 year, upon verification of the following:
 - 1. Efforts to remediate deficiencies identified in the performance assessment;
 - 2. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment taken in the past year; and
 - 3. Meeting the requirements for the provisional certificate in effect at the time of reapplication.
 - J. If the performance portion of the Arizona Teacher Proficiency Assessment has not been implemented by the Department by the expiration date of the provisional teaching certificate, the expiration date shall be extended for 1 year.
 - K. If the performance portion of the Arizona Administrator Proficiency Assessment has not been implemented by the Department at the time of application for administrative certification, and all other requirements have been met, the performance assessment requirement shall be waived and a 1-year certificate issued. This provision shall expire January 1, 1999.
- R7-2-607. Vocational Education Certification General Certification Provisions**
- Certificates. Except as noted, all certificates are subject to the general certification provisions specified in R7-2-601. A regionally accredited institution shall be an institution as defined in R7-2-601(G).
- 1. Provisional vocational education certificate in the area of agriculture grades K-12, valid two years, renewable as specified in R7-2-601(P). Requirements are:

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- a. ~~A Bachelor's degree from a regionally accredited institution to include 18 semester hours in the area to be taught.~~
- b. ~~Two thousand clock hours of occupational experience in the area to be taught.~~
2. ~~Basic vocational technological education certificate in the area of agriculture—grades K-12, valid six years, renewable as specified in R7-2-601(O). Requirements are:~~
 - a. ~~Qualification for the provisional vocational certificate in the area of agriculture.~~
 - b. ~~Thirty semester hours in agriculture with five semester hours in three of the following: animal science, plant science including soils, agricultural engineering, economics or agricultural economics or agricultural resources.~~
 - c. ~~Eighteen semester hours of professional preparation with course work in each of the following areas: methods of teaching agriculture, curriculum and materials of instruction, student teaching in agriculture within grades K-12.~~
 - d. ~~Two years of classroom teaching in agriculture with grades K-12 may be accepted in lieu of the student teaching.~~
3. ~~Provisional vocational education certificate in the area of marketing grades K-12, valid two years, renewable as specified R7-2-601(P). Applicants must meet all of the requirements in one of the following two options:~~
 - a. ~~Option A: six thousand clock hours of occupational experience in the area to be taught.~~
 - b. ~~Option B:~~
 - i. ~~A Bachelor's degree from a regionally accredited institution with a major in marketing.~~
 - ii. ~~Six semester hours in each of the following: management and finance.~~
 - iii. ~~Two thousand clock hours of occupational experience in the area to be taught or directed observation course in marketing occupations.~~
4. ~~Basic vocational education certificate in the area of marketing grades K-12, valid six years, renewable as specified in R7-2-601(O). Requirements are:~~
 - a. ~~Qualification for Option B for provisional vocational certificate in the area of vocational marketing.~~
 - b. ~~Twelve semester hours of professional vocation preparation course work in the following: methods of teaching marketing, curriculum and materials of instruction for marketing, and student teaching in marketing or business within grades K-12.~~
 - c. ~~Two years of classroom teaching in marketing or business within grades K-12 may be accepted in lieu of student teaching.~~
5. ~~Provisional vocational education certificate in the area of health occupations—grades K-12, valid two years, renewable as specified in R7-2-601(P). Applicants must meet all of the requirements in one of the following two options:~~
 - a. ~~Option A:~~
 - i. ~~Applicable professional licensure in a health occupations area taught in the Arizona public schools.~~
 - ii. ~~Six thousand clock hours of work experience in a health occupation within the last six years.~~
 - b. ~~Option B:~~
 - i. ~~A Bachelor's degree in a biological science, health science, physical science or social science.~~
 - ii. ~~Applicable professional license in a health occupations area taught in Arizona public schools.~~
6. ~~Basic vocational education certificate in the area of health occupations grades K-12, valid six years, renewable as specified in R7-2-601(O). Requirements are:~~
 - a. ~~Qualification for the provisional vocational education certificate in the area of health occupations.~~
 - b. ~~Twelve semester hours of course work to include each of the following: methods of teaching, curriculum development and evaluation.~~
 - c. ~~Two thousand clock hours of work experience in the area to be taught, within the last six years.~~
7. ~~Provisional vocational education certificate in the area of family and consumer sciences—grades K-12, valid two years, renewable as specified in R7-2-601(P). Requirements are:~~
 - a. ~~A Bachelor's degree from a regionally accredited institution.~~
 - b. ~~Thirty semester hours in family and consumer sciences with one course in each of the following: life span development; family or human relations; clothing and textiles or merchandising; nutrition; health or food preparation; facility management; housing or interior design; consumer economics or family resources; culinary arts; and laboratory directed experience in child care or elder care.~~
 - c. ~~Two thousand clock hours of verified occupational employment in family and consumer sciences in the area to be taught or five semester hours of internship in family and consumer sciences, completed within the last six years.~~
8. ~~Basic vocational education certificate in the area of family and consumer sciences grades K-12, valid six years, renewable as specified in R7-2-601(O). Applicants must meet all of the requirements in one of the following two options:~~
 - a. ~~Option A:~~
 - i. ~~Qualification for provisional vocational education certificate in the area of family and consumer sciences.~~
 - ii. ~~Eighteen semester hours in professional preparation course work to include each of the following: methods of teaching occupational family and consumer sciences, student teaching in vocational family and consumer sciences within grades K-12.~~
 - iii. ~~Two years of classroom teaching in vocational family and consumer science within grades K-12 may be accepted in lieu of the student teaching.~~
 - b. ~~Option B:~~
 - i. ~~Six thousand clock hours of work experience in the area to be taught, completed within the last six years.~~
 - ii. ~~Fifteen semester hours in vocational education preparation course work to include methods of teaching occupational family and consumer sciences.~~
9. ~~Provisional vocational education certificate in the area of business grades K-12, valid two years, renewable as specified in R7-2-601(P). Requirements are:~~

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- a. A Bachelor's degree from a regionally-accredited institution.
 - b. Thirty-semester hours in business and office course work.
 - c. Six semester hours in professional-vocational preparation course work.
 - d. Two thousand clock hours' experience in business/office occupations or directed observation course in business/office occupations in the past six years.
10. Basic vocational education certificate in the area of business—grades K-12, valid six years, renewable as specified in R7-2-601(O). Requirements are:
- a. Qualification for provisional vocational education certificate in the area of business.
 - b. Twenty-one semester hours vocational preparation course work to include methods of teaching business and principles of vocational education.
11. Provisional vocational education certificate in the area of industrial technology—grades K-12, valid two years, renewable as specified in R7-2-601(P). Applicants must meet all of the requirements in one of the following two options:
- a. Option A
 - i. A Bachelor's degree with a major in vocational or industrial technology from a regionally-accredited institution; and
 - ii. Two thousand clock hours of verified occupational experience in the area to be taught or hold an industry-recognized occupation certification or license.
 - b. Option B
 - i. Six thousand clock hours of verified occupational experience or self-employment in the area to be taught or
 - ii. Hold an industry-recognized occupational certification or license.
12. Basic vocational education certificate in the area of industrial technology—grades K-12, valid six years, renewable as specified in R7-2-601(O) except as noted. Requirements are:
- a. Qualification for the provisional vocational education certificate in the area of industrial technology;
 - b. A Bachelor's degree from a regional-accredited institution with a major in vocational education or industrial technology.
 - c. Fifteen semester hours in vocational education course work, to include methods of teaching industrial technology.
13. Cooperative education endorsement. The cooperative education endorsement—K-12 entitles a vocational teacher to coordinate vocational programs. The provisional or basic vocational certificate in the areas of agriculture-marketing, health occupations, family and consumer sciences, business, and industrial technology may be endorsed with a cooperative education endorsement upon verification of completion of one course in vocational cooperative education.
- A.** Evaluation for certification shall not begin until an application for certification, official transcripts, and the appropriate fees have been received by the Department. Course descriptions, verification of employment, and other documents may also be required for the evaluation.
- B.** The valid date of a new certificate shall be the date of evaluation by the Department. The valid date of a renewed certificate shall be the date of evaluation for renewal by the Department.
- C.** All 1-year certificates shall expire 1 year from the date of issuance. All certificates issued for more than 1 year shall expire on the holder's birth date in the year of expiration.
- D.** If an applicant has not met all the requirements for the certificate or endorsement at the time of evaluation, the applicant shall have 2 years to complete those requirements and request reevaluation. One reevaluation shall be provided at no additional fee within 2 years of the original evaluation.
- E.** All degrees shall be awarded by an accredited institution. Professional preparation programs, courses, practica, and examinations required for certification shall be taken at an accredited institution or a Board-approved teacher preparation program.
- F.** All courses shall show a passing grade or credit received.
- G.** Teachers of homebound students shall hold the same certificate that is required of a classroom teacher at the same grade level.
- H.** All certificates issued by the Board before the effective date of this Article are considered in conformance with these rules.
- I.** The Board shall issue a comparable Arizona certificate, if 1 has been established by R7-2-608, R7-2-609, R7-2-610, or R7-2-611, and shall waive the requirements for passing the professional knowledge and performance portions of the Arizona Teacher Proficiency Assessment to an applicant who holds current certification from the National Board for Professional Teaching Standards.
- J.** Teachers in grades 7 through 12 whose primary assignment is in a Board-required academic subject pursuant to R7-2-302 shall demonstrate proficiency by passing the appropriate subject area portion of the Arizona Teacher Proficiency Assessment. The subject areas of demonstrated proficiency shall be specified on the certificate. If a proficiency assessment is not offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of courses in the subject.
- 1. English: shall have an approved area in English, communication arts, language arts, or literature
 - 2. History of the constitutions of the United States and Arizona: shall have an approved area in any regional history or regional geography, social studies, history, U.S. history, government, or political science
 - 3. World history/geography: shall have an approved area in history, Soviet history, Latin American history, Oriental studies, Latin American studies, geography, or anthropology
 - 4. Mathematics: shall have an approved area in mathematics
 - 5. Science: shall have an approved area in agriculture, biology, botany, chemistry, earth science, engineering, geology, meteorology, physical science, physics, science, or zoology
 - 6. Fine Arts: shall have an approved area in art, dance, drama, music, or speech
 - 7. Vocational Education: shall have the approved area or shall meet the requirements in R7-2-609 for the vocational area to be taught
- R7-2-608. Certification Fees Elementary Teaching Certificates**
- A.** The Director of Certification shall collect proper fees for certification services and shall transmit such funds to the State Treasurer. The following fees are established for certification services:

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1. Issuance and evaluation, singly or both, including one year and multi year provisional, temporary, standard, vocational, alternative, substitute, and adult education teaching certificates; alternative, provisional, and regular administrative certificates; school nurse certificates; special subject endorsements; emergency; and intern certificates: \$30.00.
 2. Renewal of any certificate or endorsement, name change, duplicate, or changes of coding to existing files or certificates: \$20.00.
 3. Processing of fingerprints through state and federal law enforcement agencies: \$32.00.
- B.** Fees shall be paid by money order, cashier's check, certified check, business check, or personal check and shall be made payable to the order of the Arizona Department of Education. In the event that a check offered in payment for services is not cleared by the financial institution, the applicant and the offices of the County Superintendents shall be notified.
- C.** Fees paid for certification services rendered shall not be refundable.
- A.** Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.
- B.** Provisional Elementary Certificate -- grades K-8.
1. The certificate is valid for 2 years and is not renewable.
 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in elementary education from an accredited institution or a Board-approved teacher preparation program, described in R7-2-604;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including at least 8 semester hours of practicum in grades K-8. Two years of verified teaching experience in grades Prekindergarten-8 may substitute for the 8 semester hours of practicum;
 - iii. A valid elementary certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the elementary education subject knowledge portion of the Arizona Teacher Proficiency Assessment.
- C.** Standard Elementary Certificate -- grades K-8.
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Elementary Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.

R7-2-609. Secondary Teaching Certificates

- A.** Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.
- B.** Provisional Secondary Certificate -- grades 7-12.
1. The certificate is valid for 2 years and is not renewable.
 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in secondary education from an accredited

- ii. institution or a Board-approved teacher preparation program, described in R7-2-604;
 - ii. Thirty semester hours of education courses which teach the standards described in R7-2-602, including at least 8 semester hours of practicum in grades 7-12. Two years of verified teaching experience in grades 7-postsecondary may substitute for the 8 semester hours of practicum;
 - iii. A valid secondary certificate from another state.
- c.** Passing score on 1 or more subject knowledge portions of the Arizona Teacher Proficiency Assessment.
- d.** Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment.
- C.** Standard Secondary Certificate -- grades 7-12.
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Secondary Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.

R7-2-610. Special Education Teaching Certificates

- A.** Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.
- B.** Terms used in this section are described in A.R.S. § 15-761.
- C.** Provisional Cross-Categorical Special Education Certificate - grades K-12:
1. The certificate is valid for 2 years and is not renewable.
 2. The holder is qualified to teach students with mild to moderate mental retardation, emotional disability, learning disability, and physical/health impairment.
 3. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in special education from an accredited institution, which included courses in mental retardation, emotional disability, learning disability, and physical/health impairment;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and 8 semester hours of practicum with students representing at least 3 of the 4 disability areas. Special education courses shall include survey of exceptional students; teaching methodologies and strategies for students with disabilities; foundations course in mild to moderate mental retardation, learning disability, emotional disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities. Two years of verified teaching experience in special education in grades K-12 may substitute for the 8 semester hours of practicum;
 - iii. A valid cross-categorical special education certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and

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- d. Passing score on the cross-categorical special education portion of the Arizona Teacher Proficiency Assessment.
- D. Standard Cross-Categorical Special Education Certificate -- grades K-12
 - 1. The certificate is valid for 6 years.
 - 2. The holder is qualified to teach students with mild to moderate mental retardation, emotional disability, learning disability, and physical/health impairment.
 - 3. Requirements are:
 - a. Qualify for the Provisional Cross-Categorical Special Education Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
- E. Provisional Specialized Special Education Certificate -- grades K-12.
 - 1. The certificate is valid for 2 years and is not renewable.
 - 2. The holder is qualified to teach students with mental retardation, emotional disability, learning disability, or physical/health impairment, as specified on the certificate.
 - 3. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in the specified area of special education from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and 8 semester hours of practicum in the designated area of disability. Special education courses shall include survey of exceptional students; teaching methodologies for students with disabilities; foundations of instruction in the designated area of disability; and diagnosis and assessment of disabilities. Two years of verified teaching experience in the area of disability in grades K-12 may substitute for the 8 semester hours of practicum;
 - iii. A valid special education certificate in the specified area from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the specified disability special education portion of the Arizona Teacher Proficiency Assessment.
- F. Standard Specialized Special Education Certificate -- grades K-12.
 - 1. The certificate is valid for 6 years.
 - 2. The holder is qualified to teach students with mental retardation, emotional disability, learning disability, or physical/health impairment, as specified on the certificate.
 - 3. Requirements are:
 - a. Qualify for the Provisional Special Education Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
- G. Provisional Severely and Profoundly Disabled Certificate -- grades K-12.
 - 1. The certificate is valid for 2 years and is not renewable.
 - 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in severely and profoundly disabled education from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses and 8 semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with severe and profound disabilities, foundations of instruction of students with severe and profound disabilities, and diagnostic and assessment procedures for students with severe and profound disabilities. Two years of verified teaching experience with students in grades Prekindergarten-12 who are severely and profoundly disabled may substitute for the 8 semester hours of practicum;
 - iii. A valid Severely and Profoundly Disabled certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the severely and profoundly disabled special education portion of the Arizona Teacher Proficiency Assessment.
- H. Standard Severely and Profoundly Disabled Certificate -- grades K-12.
 - 1. The certificate is valid for 6 years.
 - 2. Requirements are:
 - a. Qualify for the Provisional Severely and Profoundly Disabled Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
- I. Provisional Hearing Impaired Certificate -- grades K-12.
 - 1. The certificate is valid for 2 years and is not renewable.
 - 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in hearing impaired education from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses for the hearing impaired and 8 semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with hearing impairment, foundations courses in hearing impairment, and diagnostic and assessment procedures for the hearing impaired. Two years of verified teaching experience in the area of hearing impaired in grades Prekindergarten-12 may substitute for the 8 semester hours of practicum;
 - iii. A valid Hearing Impaired certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and

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- d. Passing score on the hearing impaired special education portion of the Arizona Teacher Proficiency Assessment.
 - J. Standard Hearing Impaired Certificate -- grades K-12.
 - 1. The certificate is valid for 6 years.
 - 2. Requirements are:
 - a. Qualify for the Provisional Hearing Impaired Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
 - K. Provisional Visually Impaired Certificate -- grades K-12.
 - 1. The certificate is valid for 2 years and is not renewable.
 - 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in visual impairment from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 21 semester hours of special education courses for the visually impaired and 8 semester hours of practicum. Special education courses shall include survey of exceptional students, teaching methodologies for students with visual impairment, foundations courses in visual impairment, and diagnostic and assessment procedures for the visually impaired. Two years of verified teaching experience in the area of visually impaired in grades Prekindergarten-12 may substitute for the 8 semester hours of practicum;
 - iii. A valid Visually Impaired special education certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the visually impaired special education portion of the Arizona Teacher Proficiency Assessment.
 - L. Standard Visually Impaired Certificate -- grades K-12.
 - 1. The certificate is valid for 6 years.
 - 2. Requirements are:
 - a. Qualify for the Provisional Visually Impaired Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
 - M. Provisional Speech and Language Impaired Certificate -- grades K-12.
 - 1. This certificate is valid for 2 years and is not renewable.
 - 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in speech and language special education from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including 30 semester hours of special education courses for the speech impaired. Special education courses shall include survey of exceptional students, teaching methodologies for students with speech impairment, foundations courses in speech impairment, diagnostic and assessment procedures for the speech impaired, and a minimum of 200 clock hours of supervised clinical practice in speech and language impairment. All clinical practice clock hours shall be supervised by an American Speech and Language Association-certified pathologist or by a state-certified speech and language therapist;
 - iii. A valid Speech and Language Impaired special education certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the speech and language impaired special education portion of the Arizona Teacher Proficiency Assessment.
 - N. Standard Speech and Language Impaired Certificate -- grades K-12.
 - 1. The certificate is valid for 6 years.
 - 2. Requirements are:
 - a. Qualify for the Provisional Speech and Language Impaired Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
 - O. Provisional Early Childhood Special Education Certificate -- Birth to 5 years.
 - 1. The certificate is valid for 2 years and is not renewable.
 - 2. Requirements are:
 - a. A Bachelor's degree.
 - b. One of the following:
 - i. Completion of a teacher preparation program in early childhood special education from an accredited institution;
 - ii. Forty-five semester hours of education courses which teach the standards described in R7-2-602, including child development and learning, language development, social and emotional development, curriculum development and implementation, and assessment and evaluation, early childhood special education, and 8 semester hours of practicum in early childhood special education. Two years of verified teaching experience in the area of early childhood special education may substitute for the 8 semester hours of practicum;
 - iii. A valid early childhood special education certificate from another state.
 - c. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
 - d. Passing score on the early childhood special education portion of the Arizona Teacher Proficiency Assessment.
 - P. Standard Early Childhood Special Education Certificate -- Birth to 5 years.
 - 1. The certificate is valid for 6 years.
 - 2. Requirements are:
 - a. Qualify for the Provisional Early Childhood Special Education Certificate; and
 - b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.
- R7-2-611. Vocational Teaching Certificates**
- A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.

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- B. Provisional Vocational Certificate - Agriculture -- grades K-12.**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A Bachelor's degree;
 - b. Eighteen semester hours of courses in agriculture; and
 - c. Two thousand clock hours of verified employment in agriculture in the last 6 years.
 3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- C. Standard Vocational Certificate - Agriculture -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Vocational Certificate - Agriculture;
 - b. Thirty semester hours of courses in agriculture with 5 semester hours of courses in 3 of the following areas: animal science, plant science including soils, agricultural engineering, economics or agricultural economics or agricultural resources; and
 - c. Eighteen semester hours of courses, to include the following areas: methods of teaching agriculture, curriculum and materials of instruction, and practicum in agriculture in grades K-12. Two years of experience teaching agriculture in grades K-12 may substitute for the practicum.
- D. Provisional Vocational Certificate - Business -- grades K-12**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A Bachelor's degree;
 - b. Thirty semester hours of business and office courses;
 - c. Six semester hours of vocational education courses; and
 - d. Two thousand clock hours of verified employment in business/office occupations or a practicum in business/office occupations in the past 6 years.
 3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- E. Standard Vocational Certificate - Business -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Vocational Certificate - Business; and
 - b. Twenty-one semester hours of vocational education courses, to include methods of teaching business and principles of vocational education.
- F. Provisional Vocational Certificate - Family and Consumer Sciences -- grades K-12.**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A Bachelor's degree;
 - b. Thirty semester hours of courses in family and consumer sciences with 1 course in each of the following: life span development; family or human relations; clothing and textiles or merchandising; nutrition, health or food preparation; facility management, housing or interior design; consumer economics or family resources; culinary arts; and practicum in child care or elder care; and
 - c. Two thousand clock hours of verified employment in family and consumer sciences or 5 semester hours of practicum in family and consumer sciences, completed in the last 6 years.
 3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- G. Standard Vocational Certificate - Family and Consumer Sciences -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Applicants shall meet all of the requirements in 1 of the following options:
 - a. Option A:
 - i. Qualify for the Provisional Vocational Certificate - Family and Consumer Sciences; and
 - ii. Eighteen semester hours of courses in vocational education to include methods of teaching family and consumer sciences.
 - b. Option B:
 - i. A Bachelor's degree;
 - ii. Six thousand clock hours of verified employment in family and consumer sciences, completed in the last 6 years; and
 - iii. Fifteen semester hours of courses in vocational education, to include methods of teaching family and consumer sciences.
- H. Provisional Vocational Certificate - Health Occupations -- grades K-12.**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A professional license in a health occupation and 6,000 clock hours of verified employment in a health occupation in the last 6 years; or
 - b. A Bachelor's degree in a biological science, health science, or physical science; 2,000 clock hours of verified employment in the area to be taught, completed in the past 6 years; and a professional license in a health occupation.
 3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- I. Standard Vocational Certificate - Health Occupations -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualification for the Provisional Vocational Certificate - Health Occupations; and
 - b. Twelve semester hours of vocational education courses, to include the following: methods of teaching, curriculum development, and evaluation.
- J. Provisional Vocational Certificate - Industrial Technology -- grades K-12.**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A Bachelor's degree and 2,000 clock hours of verified employment in the area to be taught; or
 - b. Six thousand clock hours of verified employment in the area to be taught.

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3. A valid industry-recognized occupational certification or license may substitute for the employment.
 4. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- K. Standard Vocational Certificate - Industrial Technology -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Vocational Certificate - Industrial Technology; and
 - b. Fifteen semester hours of courses in vocational education, to include methods of teaching industrial technology.
- L. Provisional Vocational Certificate - Marketing -- grades K-12.**
1. The certificate is valid for 2 years.
 2. Requirements are:
 - a. A Bachelor's degree; and 6,000 clock hours of verified employment in the area to be taught; or
 - b. A Bachelor's or more advanced degree in business or marketing; 2,000 clock hours of verified employment in marketing or a practicum in marketing occupations; and 6 semester hours of courses in each of the following: marketing, management, and finance.
 3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment before the 2nd renewal of the Provisional Vocational Certificate or the issuance of the Standard Vocational Certificate.
- M. Standard Vocational Certificate - Marketing -- grades K-12.**
1. The certificate is valid for 6 years.
 2. Requirements are:
 - a. Qualify for the Provisional Vocational Certificate - Marketing under the requirements in subsection (L)(2)(b); and
 - b. Twelve semester hours of marketing or business education courses to include methods of teaching, and curriculum and materials of instruction.
- R7-2-612. Other Teaching Certificates**
- A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607.**
- B. Substitute Certificate -- grades K-12.**
1. The certificate is valid for 6 years and renewable by reapplication.
 2. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A substitute teacher shall not be assigned a contract teaching position.
 3. An individual who holds a valid teaching certificate shall not be required to hold a substitute certificate to be employed as a substitute teacher.
 4. A substitute teacher shall be limited to teaching 120 days in the same school each school year.
 5. The requirement for issuance is a Bachelor's degree.
 6. Substitute certificates previously issued as valid for life under this rule shall remain valid for life.
- C. Emergency Substitute Certificate -- grades K-12.**
1. The certificate is valid for 1 school year or part thereof. The expiration date shall be July 1.
2. The certificate entitles the holder to substitute only in the specified county and in districts the county school superintendent approves.
 3. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. An emergency substitute teacher shall not be assigned a contract teaching position.
 4. The holder shall be limited to 120 days of substitute teaching per school year and shall not serve in any 1 classroom for more than 20 working days.
 5. Requirements for initial issuance are:
 - a. High school diploma;
 - b. Verification from the school district superintendent that an emergency employment situation exists; and
 - c. Concurrence by the county school superintendent that an emergency employment situation exists.
 6. Requirements for each reissuance are:
 - a. Two semester hours of academic courses completed since the last issuance of the Emergency Substitute Certificate. Individuals who have earned 30 or more semester hours are exempt from this requirement.
 - b. Verification from the school district superintendent that an emergency employment situation exists.
 - c. Concurrence by the county school superintendent that an emergency employment situation exists.
 - d. District in-service programs designed for professional development may substitute for academic courses. Fifteen clock hours of in-service is equivalent to 1 semester hour. In-service hours shall be verified by the district superintendent or personnel director.
 7. When the requesting school is a Bureau of Indian Affairs school, a Bureau of Indian Affairs grant school, a tribally controlled or contract school, concurrence by the county school superintendent shall not be required.
- D. Emergency Teaching Certificate -- grades K-12.**
1. The certificate is valid 1 school year or part thereof. The expiration date shall be July 1.
 2. The certificate entitles the holder to enter into a teaching contract.
 3. Emergency Teaching Certificates shall be issued only for elementary and secondary certificates required by A.R.S. § 15-502(B), special education certificates, and required endorsements.
 4. Requirements for initial issuance are:
 - a. A Bachelor's degree;
 - b. Verification from the school district superintendent that an emergency employment situation exists; and
 - c. Concurrence by the county school superintendent that an emergency employment situation exists.
 5. Requirements for reissuance are:
 - a. Verification from the school district superintendent that an emergency employment situation exists;
 - b. Concurrence by the county school superintendent that an emergency employment situation exists; and
 - c. Six semester hours of courses toward meeting the requirements for the specified certificate or endorsement, completed since the last issuance of the Emergency Teaching Certificate. If an applicant is enrolled in a Board-approved teacher preparation program, 90 clock hours toward completion

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- of the program may substitute for the 6 semester hours.
6. When the requesting school is a charter school, a Bureau of Indian Affairs school, a Bureau of Indian Affairs grant school, tribally controlled or contract school, concurrence by the county school superintendent shall not be required.
- E. Teaching Intern Certificate -- grades K-12.**
1. The certificate is valid for 2 years and is not renewable.
 2. The intern certificate entitles the holder to perform intern or paraprofessional duties in whatever grades or levels are assigned.
 3. Requirements are:
 - a. Current enrollment in a teacher preparation program; and
 - b. Recommendation from the dean of a college of education or the administrator of a Board-approved teacher preparation program.
 4. The holder shall be under the direct supervision of college and school personnel.
- F. Adult Education Certificates.**
1. The Adult Education Certificates are issued for individuals teaching in the areas of Adult Basic Education, General Educational Development, English as a Second Language, or Citizenship.
 2. Provisional Adult Education Certificate.
 - a. The certificate is valid for 3 years and is not renewable.
 - b. The requirement for issuance is a Bachelor's degree or 3 years of experience as a teacher, tutor, or aide in an adult education program or in grades K-12. Up to 2 years of experience may be waived by postsecondary academic credit, with 30 semester hours equivalent to 1 year of experience.
 3. Standard Adult Education Certificate.
 - a. The certificate is valid for 6 years.
 - b. Requirements are:
 - i. One year of part-time or full-time teaching experience under a Provisional Adult Education Certificate, verified by an adult education program administrator; and
 - ii. Completion of 10 clock hours in a professional development program since the issuance of the Provisional Adult Education Certificate.
 - c. Renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-617(B).
- G. Junior Reserve Officer Training Corps Teaching Certificate - grades 9-12.**
1. The certificate is valid for 6 years and is renewable upon application.
 2. The certificate is valid at any local education agency which conducts an approved Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or Marine Corps.
 3. Requirements are:
 - a. Verification by the district of an approved Junior Reserve Officer Training Corps program of instruction in which the applicant will be teaching; and
 - b. Verification by the district that the applicant meets the work experience required by the respective military service.
- H. Athletic coaching certificate -- grades 7-12.**
1. The certificate is valid for 6 years.
 2. The certificate entitles the holder to perform coaching duties in interscholastic and extracurricular athletic activities. It is not required for teachers who hold a valid elementary, secondary or special education certificate.
 3. Requirements are:
 - a. Valid certification in 1st aid and Coronary and Pulmonary Resuscitation (CPR);
 - b. Completion of 15 semester hours of courses which shall include at least 3 semester hours in courses related to each of the following: methods of coaching; anatomy and physiology; sports psychology; adolescent psychology; and the prevention and treatment of athletic injuries; and
 - c. 250 hours of verified coaching experience in the sport to be coached. Coaching experience may include experience as a head coach or assistant coach in a school program or in an organized athletic league.
 4. Renewal requirements are:
 - a. Completion of 60 clock hours in a professional development program described in R7-2-617(B);
 - b. Valid certification in 1st aid and CPR.
- R7-2-613. Endorsements**
- A.** An endorsement shall be automatically renewed with the certificate on which it is posted.
- B.** Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.
- C.** Optional endorsements may be required by local governing boards.
- D. Special subject endorsements -- grades K-12.**
1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 2. Special subject endorsements are optional.
 3. Requirements are:
 - a. A valid Arizona elementary, secondary, or special education certificate;
 - b. One course in the methods of teaching the subject at the elementary level;
 - c. One course in the methods of teaching the subject at the secondary level; and
 - d. One of the following:
 - i. Thirty semester hours of courses in the subject area; or
 - ii. Passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if 1 has been approved by the Board.
- E. Mathematics Specialist Endorsement -- grades K-8.**
1. The Mathematics Specialist Endorsement is optional.
 2. Requirements are:
 - a. A valid Arizona elementary or special education certificate;
 - b. Three semester hours of courses in the methods of teaching elementary school mathematics; and
 - c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.
- F. Reading Specialist Endorsement -- grades K-12.**
1. The Reading Specialist Endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or similar titles.
 2. Requirements are:

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- a. A valid Arizona elementary, secondary, or special education certificate; and
 - b. Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.
- G. Elementary Foreign Language Endorsement -- grades K-8.**
- 1. The Elementary Foreign Language Endorsement is optional.
 - 2. Requirements are:
 - a. A valid Arizona elementary, secondary or special education certificate;
 - b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe;
 - c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.
- H. Bilingual Endorsements -- grades K-12.**
- 1. A bilingual endorsement is required of an individual who is a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction.
 - 2. The Provisional Bilingual Endorsement is valid for 3 years and is not renewable. Requirements are:
 - a. A valid Arizona elementary, secondary, or special education, or vocational certificate; and
 - b. Proficiency in a spoken language other than English.
 - 3. The holder of the Bilingual Endorsement is authorized to teach English as a 2nd language. Requirements are:
 - a. A valid Arizona elementary, secondary, or special education, or vocational certificate;
 - b. Completion of an approved program in bilingual education or the following courses:
 - i. Three semester hours of foundations of instruction for non-English-language-background students;
 - ii. Three semester hours of bilingual methods;
 - iii. Three semester hours of English as a 2nd language for bilingual settings;
 - iv. Three semester hours of courses in bilingual materials and curriculum; assessment of limited-English-proficient students; teaching reading and writing in the native language; or English as a 2nd language for bilingual settings;
 - v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, 1st language acquisition, and 2nd language acquisition for language minority students; or American Indian language linguistics;
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students;
 - vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
- c. Practicum in a bilingual program or 2 years of successful bilingual teaching experience, verified by the district superintendent.
 - d. Proficiency in a spoken language other than English, verified by the language department of an accredited institution except in the case of Spanish and American Indian languages. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination approved by the Board. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.
 - e. A valid bilingual certificate or endorsement from another state may substitute for the courses described in subsection (b) of this section.
- I. English as a Second Language (ESL) Endorsements -- grades K-12.**
- 1. An ESL or Bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.
 - 2. The Provisional ESL Endorsement is valid for 3 years and is not renewable. Requirements are:
 - a. A valid Arizona elementary, secondary, or special education, or vocational certificate; and
 - b. Six semester hours of courses specified in subsection (3)(b) of this section, including at least 1 course in methods of teaching ESL students.
 - 3. The requirements for the ESL Endorsement are:
 - a. A valid Arizona elementary, secondary, or special education, or vocational certificate; and
 - b. Completion of a program in ESL or the following courses:
 - i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1998, may substitute for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics;
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
 - c. Three semester hours of a practicum or 2 years of successful ESL or bilingual teaching experience, verified by the district superintendent.
 - d. Second language learning experience, which may include sign language, may be documented by any of the following:
 - i. Six semester hours of courses in a single 2nd language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;

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- iii. Placement by the language department of an accredited institution in a 3rd-semester level;
 - iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
 - v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board; or
 - vi. Verification of proficiency in an American Indian language, signed by an official designated by the appropriate tribe.
 - e. A valid ESL certificate or endorsement from another state may substitute for the requirements described in paragraphs (b), (c), and (d) of this section.
- J. Gifted Endorsements -- grades K-12.**
- 1. A Gifted Endorsement is required of individuals whose primary responsibility is teaching gifted students.
 - 2. The Provisional Gifted Endorsement is valid for 3 years and is not renewable. Requirements are a valid Arizona elementary, secondary, or special education certificate and 1 of the following:
 - a. Two years of teaching experience in which most students were gifted, verified by the district;
 - b. Ninety clock hours of in-service training in gifted education, verified by the district; or
 - c. Six semester hours of courses in gifted education.
 - 3. Requirements for the Gifted Endorsement are:
 - a. A valid Arizona elementary, secondary, or special education certificate;
 - b. Completion of 9 semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and
 - c. Two of the following:
 - i. Three years of teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district;
 - ii. A minimum of 135 clock hours of in-service training in gifted education, verified by the district;
 - iii. Completion of 12 semester hours of courses in gifted education. Up to 6 semester hours of gifted education courses may be replaced by district in-service, with 15 clock hours of in-service equivalent to 1 semester hour. In-service shall be verified by the district. Practicum courses shall not be accepted toward this requirement;
 - iv. Completion of 6 semester hours of practicum or 2 years of teaching experience in which most students were gifted, verified by the district.
- K. Library Media Specialist Endorsement -- grades K-12.**
- 1. The Library Media Specialist Endorsement is optional.
 - 2. Requirements are:
 - a. A valid Arizona elementary, secondary, or special education certificate;
 - b. Passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A Master's degree in Library Science may be substituted for a passing score on the assessment.
- L. Middle Grade Endorsement -- grades 5 - 9.**
- c. One year of teaching experience.
 - 1. The Middle Grade Endorsement is optional. It may be requested to expand the grades a teacher is authorized to teach on an elementary or secondary certificate.
 - 2. Requirements are:
 - a. Arizona elementary or secondary certificate; and
 - b. Six semester hours of courses in middle grade education to include:
 - i. One course in early adolescent psychology;
 - ii. One course in middle grade curriculum; and
 - iii. Practicum or 1 year of verified teaching experience, in grades 5-9.
- M. Drivers Education Endorsement.**
- 1. The Drivers Education Endorsement is optional.
 - 2. Requirements are:
 - a. A valid Arizona teaching certificate;
 - b. A valid Arizona driver's license;
 - c. One course in each of the following: safety education, driver and highway safety education, and driver education laboratory experience; and
 - d. A driving record with less than 7 violation points and no revocation or suspension of driver's license in the 2 years before application.
- N. Cooperative Education Endorsement -- grades K-12.**
- 1. The Cooperative Education Endorsement is required for individuals who coordinate or teach vocational cooperative education.
 - 2. Requirements are:
 - a. A Provisional or Standard Vocational Certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and
 - b. One course in vocational cooperative education.
- R7-2-614. Administrative Certificates**
- A. All certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.**
- B. Supervisor Certificate -- grades Prekindergarten-12.**
- 1. The Supervisor Certificate is required for all personnel whose primary responsibility is administering instructional programs, supervising certified personnel, or similar administrative duties.
 - 2. The certificate may be renewed with a concurrently held teaching certificate. The expiration date shall be the same as the expiration date of the teaching certificate.
 - 3. Requirements are:
 - a. A standard elementary, secondary, or special education certificate;
 - b. A Master's or more advanced degree;
 - c. Documentation of 3 years of Prekindergarten-12 teaching experience;
 - d. Completion of a program in educational administration which shall consist of a minimum of 18 graduate semester hours of educational administration courses which teach the standards described in R7-2-603;
 - e. Practicum in educational administration or documentation of 2 years of educational administrative experience in grades Prekindergarten-12;
 - f. Passing score on the professional knowledge portion of the Arizona Administrator Proficiency Assessment; and
 - g. Passing score on the performance portion of the Arizona Administrator Proficiency Assessment.

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4. A valid supervisor certificate from another state may substitute for the teaching experience, program in educational administration, and practicum described in subsections (3)(c), (3)(d), and (3)(e) of this section.
- C. Principal Certificate -- grades Prekindergarten-12.**
1. The Principal Certificate is required for all personnel who hold the title of principal, assistant principal, or others with similar administrative duties.
 2. The certificate is valid for 6 years.
 3. Requirements are:
 - a. A Master's or more advanced degree;
 - b. Documentation of 3 years of Prekindergarten-12 teaching experience;
 - c. Completion of a program in educational administration for principals including at least 30 graduate semester hours of educational administration courses teaching the standards described in R7-2-603;
 - d. Practicum as a principal or documentation of 2 years of experience in the areas of principal or assistant principal in grades Prekindergarten-12;
 - e. Passing score on the professional knowledge portion of the Arizona Administrator Proficiency Assessment; and
 - f. Passing score on the performance portion of the Arizona Administrator Proficiency Assessment.
 4. A valid principal certificate from another state may substitute for the teaching experience, program in educational administration, and practicum described in subsections (3)(b), (3)(c), and (3)(d) of this section.
- D. Superintendent Certificate -- grades Prekindergarten-12.**
1. The Superintendent Certificate is required for district chief executive officers regardless of title, superintendents, assistant or associate superintendents, and others with similar district-level administrative duties.
 2. The certificate is valid for 6 years.
 3. Requirements are:
 - a. A Master's or more advanced degree including at least 60 graduate semester hours;
 - b. Completion of a program in educational administration for superintendents, including at least 36 graduate semester hours of educational administrative courses which teach the standards described in R7-2-603;
 - c. Documentation of 3 years of teaching experience in grades Prekindergarten-12;
 - d. Practicum as a superintendent or documentation of 2 years experience as a superintendent, assistant superintendent, or associate superintendent in grades Prekindergarten-12;
 - e. Passing score on the professional knowledge portion of the Arizona Administrator Proficiency Assessment; and
 - f. Passing score on the performance portion of the Arizona Administrator Proficiency Assessment.
 4. A valid superintendent certificate from another state may substitute for the teaching experience, program in educational administration, and practicum described in subsections (3)(b), (3)(c), and (3)(d) of this section.
 5. Individuals who hold an Alternative Superintendent Certificate before the adoption of this rule shall be issued a Superintendent Certificate at the time of renewal. Individuals who were evaluated for an Alternative Superintendent Certificate before the adoption of

this rule and meet the qualifications within 2 years of the evaluation shall be issued a Superintendent Certificate.

R7-2-615. Other Professional Certificates

- A.** All certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-617.
- B. Guidance Counselor Certificate -- grades K-12.**
1. The Guidance Counselor Certificate is valid for 6 years.
 2. Requirements are:
 - a. A Master's or more advanced degree;
 - b. Completion of a graduate program in guidance and counseling. A valid guidance counselor certificate from another state may substitute for this requirement;
 - c. One of the following: completion of a supervised counseling practicum in school counseling; 2 years of verified, full-time experience as a school guidance counselor; or 3 years of verified teaching experience.
- C. School Psychologist Certificate -- grades Prekindergarten-12.**
1. The School Psychologist Certificate is valid for 6 years.
 2. Requirements are:
 - a. A Master's or more advanced degree;
 - b. Completion of a graduate program in school psychology in an accredited institution, to include at least 60 graduate semester hours; and
 - c. A practicum of at least 1,000 clock hours.
 3. A valid School Psychologist Certificate from another state may substitute for the completion of a program described in subsection (2)(b).

R7-2-616. Fees

- A.** The Director of Certification shall collect proper fees for certification services and shall transmit funds to the State Treasurer. The following fees are established for certification services.
1. Evaluation or issuance, or both, of certificates and endorsements: \$30.00.
 2. Renewal of each certificate: \$20.00.
 3. Name change, duplicate copy, or changes of coding to existing files or certificates: \$20.00.
 4. Processing of fingerprints through state and federal law enforcement agencies: \$32.00.
- B.** The Director of Teacher Testing shall collect \$10.00 for each administration and evaluation, in whole or in part, of the Arizona Teacher Proficiency Assessment administered by the Department and shall transmit funds to the State Treasurer.
- C.** Fees shall be paid by money order, cashier's check, certified check, business check, or personal check and shall be made payable to the order of the Arizona Department of Education. If a check offered in payment for services is not cleared by the financial institution, the applicant shall be notified to repay the fees by money order or certified check. If repayment has not been received by the Department within 2 weeks, the applicant's certificate shall be void and the county school superintendents shall be notified to withhold payment of salary, under A.R.S. § 15-302(9).
- D.** Fees paid for certification or assessment services are not refundable.

R7-2-617. Renewal Requirements

- A.** A certificate may be renewed within 6 months before it expires and within 1 year after it expires. Individuals whose certificates have been expired for more than 1 year shall reapply for certification under the requirements in effect at the time of reapplication.

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B. Renewal of certificates shall be based on completion of a professional development program since the most recent issuance or renewal of the certificate. A professional development program shall consist of any of the following activities, which are outside the individual's normal job responsibilities:

1. Courses related to education or a subject area taught in Arizona schools, taken from an accredited institution. Each semester hour of courses shall be equivalent to 15 clock hours of professional development. The required documentation shall be an official transcript.
2. Professional activities such as conferences and workshops. A maximum of 30 clock hours per year may be earned by attendance at professional conferences and workshops. The required documentation shall be a conference agenda and a statement or certificate from the sponsoring organization noting the clock hours spent in training sessions.
3. District or school-sponsored in-services or activities which are specifically designed for professional development. The required documentation shall be written verification from the sponsoring district or school stating the dates of participation and the number of clock hours in attendance.
4. Internships in business settings. The internship shall be a structured agreement between a business and a district or school with the stated objective of aligning teaching curriculum with workplace skills. A maximum of 80 clock hours may be earned through business internships. The required documentation shall be written verification by the sponsoring business and district or school stating the dates of participation and number of clock hours involved.
5. Educational research. The research shall be sponsored by a research facility or an accredited institution or funded by a grant. The required documentation shall be the published report of the research or verification by the sponsoring agency; and a statement of the dates of participation and the number of clock hours involved.
6. Serving in the leadership role of a professional organization. A maximum of 30 clock hours per year may be earned by serving in the leadership role of a professional organization. The required documentation shall be written verification by the governing body of the professional organization of the dates of service and clock hours earned.
7. Serving on the visiting team of a school accreditation agency such as North Central Accreditation. A maximum of 60 clock hours per year may be earned by serving on a school accreditation team. The required documentation shall be written verification from the accrediting agency of the dates of service and clock hours earned.
8. Completion of the process for certification by the National Board of Professional Teaching Standards. The required documentation shall be written verification from the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and the clock hours spent during the certification process.

C. An individual holding a valid Basic or Standard teaching certificate, an administrative certificate, or other professional certificate issued before July 1, 1995, may renew the certificate once before July 1, 2001, based on verification from the employer of continuous satisfactory full-time employment

with an educational agency during the entire last valid period of the certificate being renewed. If an individual holding a valid Basic or Standard teaching certificate, administrative certificate, or other professional certificate was not employed during the entire last valid period of the certificate being renewed, the certificate may be renewed once before July 1, 2001, upon completion of 90 clock hours of a professional development program.

- D.** An individual holding a valid Basic or Standard teaching certificate, an administrative certificate, or other professional certificate issued or renewed before July 1, 1997, may renew the certificate once before July 1, 2003, upon completion of 90 clock hours of a professional development program.
- E.** An individual holding a valid Basic or Standard teaching certificate, an administrative certificate, or other professional certificate issued or renewed after June 30, 1997, and an individual holding a Temporary certificate, may renew or convert the certificate upon completion of 180 clock hours of a professional development program.
- F.** An individual who is employed by a school or school district at the time of renewal shall submit the required documentation of professional development activities to the district superintendent, director of personnel, or other designated administrator for verification. A certified individual who is not employed by a school or school district at the time of renewal shall submit the required documentation of professional development activities to a county school superintendent, the dean of a college of education, or the Department for verification. The school or district official, county school superintendent, or the dean of a college of education shall verify on forms provided by the Department the number of hours of professional development activities completed by the individual during the valid period of the certificate being renewed.
- G.** The Department shall issue a Standard teaching certificate when renewing a Basic or Temporary teaching certificate of the same type.
- H.** A provisional vocational certificate shall be renewed for 2 years upon completion of 9 semester hours of courses required for the standard vocational certificate in the same vocational area, completed since the most recent issuance or renewal of the provisional certificate.

ARTICLE 8. COMPLIANCE

R7-2-810. Procedures for the Participation of Children Instructed at Home in Interscholastic Activities

A. Definitions. The following definitions shall apply when used in this rule:

1. "Children instructed at home" and "Student" means children who are not enrolled full time in a public or private educational institution and whose parent or guardian has an Affidavit of Intent to Home School on file with the County School Superintendent.
2. "Interscholastic activities" are all activities involving more than 1 school which are of a competitive nature and which are coordinated through and governed by an interscholastic organization or association.
3. "Participate" means having been selected to represent a school and taking part in an interscholastic activity as a member of a team, squad or group which has been organized for the purpose of interscholastic contests.

B. Opportunity to demonstrate skill and proficiency in an interscholastic activity shall be afforded to students as a prerequisite to acceptance onto a team, squad or group in a manner

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consistent with that established for students enrolled in the school.

- C. If chosen as a member of a team, squad or group, the student may participate in an interscholastic activity on behalf of a public school within the attendance area where the student resides. If a school declines to allow a student to participate in an interscholastic activity, the student may be allowed to participate in the interscholastic activity on behalf of any other school.
- D. Eligibility.
1. If a student reaches the age of 15 on or before September 1 of the school year, the student shall not be eligible to participate at the 7th and 8th grade levels.
 2. If a student reaches the age of 19 on or before September 1 of the school year, the student shall not be eligible to participate at the 9th through 12th grade levels.
 3. A student shall be required to earn a passing grade in each course or subject in which the student is instructed and maintain satisfactory progress toward advancement, promotion or graduation.
- E. Ineligibility.
1. When it is determined that a student has failed to meet the requirements specified for eligibility, the student shall be declared ineligible to participate and shall remain ineligible until the requirements of eligibility are met.
 2. If a student has been enrolled in a public school on a full-time basis, the student shall not be eligible to participate in interscholastic activities as a home schooled student until an Affidavit of Intent to Home School has been filed with the County School Superintendent and 30 days has elapsed since the filing of the affidavit.
 3. Students who were previously enrolled in a school shall be ineligible to participate in interscholastic activities on behalf of a different school for the remainder of the school year during which the student was enrolled in a school.
- F. At least every 9 weeks, or more frequently as determined by the school, and consistent with the policies established for students enrolled in the school, the individual providing the primary instruction of a student shall submit a notarized affidavit which provides:
1. That the affidavit is being submitted under penalty of perjury.
 2. Whether the student is receiving a passing grade in each course or subject being taught.
 3. Whether the student is maintaining satisfactory progress towards advancement or promotion.
- G. School policies related to transportation, insurance, physical condition, fees, uniforms, practice requirements and event schedules shall be consistent with policies established for students enrolled in the school and shall be available to parents and guardians upon request.
- H. Students shall register and pay fees established by the school for participation in interscholastic activities and meet all qualifications, responsibilities and standards of behavior and performance, including those related to demonstration of skill and proficiency, practice requirements, physical prerequisites and acceptance onto the team, squad or group. Registration, fees, qualifications, responsibilities and standards of behavior and performance for home schooled students shall be consistent with the fees, qualifications, responsibilities and standards of behavior and performance established for students enrolled in the school.

ARTICLE 10. SCHOOL DISTRICT PROCUREMENT

R7-2-1002. Applicability

- A. This Article applies to every expenditure of public monies, including federal assistance monies, by a school district as specified in A.R.S. § 15-213(A) for the procurement of all construction materials and services which exceed \$20,000 in total cost, including federal assistance monies, when the total procurement cost exceeds the maximum amount specified in A.R.S. § 15-231(A)(1), as adjusted by the State Board of Education by April 1 of each year, in accordance with A.R.S. § 15-213(G), except that if procurement involves the expenditure of federal assistance or contract monies, the school district shall comply with federal law and authorized regulations which are mandatorily applicable and which are not presently reflected in this Article. This Article does not apply to agreements pursuant to A.R.S. § 15-789 or grants or contracts between governing boards, except as provided in R7-2-1191 through R7-2-1195. This Article also applies to the disposal of school district materials regardless of value. Nothing in this Article shall prevent any governing board from complying with the terms and conditions of any grant, gift, bequest or cooperative agreement. (A.R.S. § 15-271(C)(3) requires the Auditor General in the Uniform System of Financial Records to prescribe guidelines applicable to procurement practices for use by school districts for amounts less than those prescribed in A.R.S. § 15-213(A) and (G), as described in this subsection.)
- B. The provisions of this Article are not applicable to contracts for professional witnesses if the purpose of such contracts is to provide for professional services or testimony relating to an existing or probable judicial or administrative proceeding in which the school district is or may become a party.
- C. Agreements negotiated by legal counsel representing the school district in settlement of litigation or threatened litigation are exempt from the provisions of this Article.
- D. Unless displaced by the particular provisions of this Article, the principals of law and equity, including the Uniform Commercial Code of this state, the common law of contracts as applied in this state and law relative to agency, fraud, misrepresentation, duress, coercion and mistake supplement the provisions of this Article.
- E. Expenditures from student activity monies as defined in A.R.S. § 15-1121, if no district funds are involved, are exempt from this Article.

R7-2-1033. Simplified School Construction Procurement Program

- A. The simplified school construction procurement program is applicable to construction projects which do not exceed the maximum amount specified in A.R.S. § 15-213(A)(2).
- B. To participate in the simplified school construction procurement program:
1. Each county school superintendent must maintain a list of persons who desire to receive solicitations to bid on construction projects within the county, and additions to the list shall be permitted throughout the year;
 2. The list of persons developed pursuant to subsection (B)(1) above shall be available for public inspection;
 3. A performance bond and a payment bond, as required by A.R.S. § 34-222, shall be provided for contracts for construction by contractors;
 4. All bids for construction shall be opened at a public opening and the bids shall remain confidential until the public opening;

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5. All persons desiring to submit bids shall be treated equitably and the information related to each project shall be available to all eligible persons; and
6. Competition for construction projects under the simplified school construction procurement program shall be encouraged to the maximum extent possible. School districts shall submit information on each project to all persons listed with the county school superintendent by any school district within that county.

ARTICLE 13. CONDUCT

R7-2-1301. Definitions

In this Article, unless the context otherwise specifies:

1. "Applicant" means a person who has submitted an application to the Department requesting an evaluation of the requirements set forth in R7-2-601 et seq., requesting issuance of a certificate pursuant to R7-2-601 et seq., or requesting renewal of a previously held certificate issued pursuant to R7-2-601 et seq.
2. "Board" means the State Board of Education.
3. "Certificated individual" means an individual who holds an Arizona certificate issued pursuant to Article 6, R7-2-601 et seq.
4. "Complaining party" means an individual, partnership, corporation, association, governmental subdivision or unit of a governmental subdivision, a public or private organization of any character or other agency who completes a statement alleging immoral or unprofessional conduct against a certificated individual.
5. "Charge" means the filing of allegations by the Department against a certificated individual alleging immoral or unprofessional conduct.
6. "Department" means the Certification Unit, Department of Education.
7. "Executive Committee" means the committee formed of the Professional Practices Advisory Committee pursuant to Article 2, R7-2-205.
8. "Hearing" means an adjudicative proceeding held pursuant to Article 7, R7-2-701 et seq.
9. "PPAC" means the Professional Practices Advisory Committee established pursuant to R7-2-205.
10. "Respondent" means a certificated individual who is charged with committing an immoral or unprofessional act.

R7-2-1302. Statement of Complaint

- A. Any person may file, with the Department, a statement of complaint against a certificated individual on forms provided by the Department.
- B. A statement of complaint shall state the facts under which the complaining party is alleging immoral or unprofessional conduct and shall be signed and notarized.
- C. The facts in a statement of complaint shall clearly state the details of the alleged immoral or unprofessional conduct.
- D. A statement of complaint shall contain the names, addresses and telephone numbers of individuals that can be contacted to assist in the investigation of the complaint. The list of individuals shall also include a brief summary of the substance and extent of each individual's knowledge of the allegations.
- E. The complaining party may attach written evidence to a statement of complaint at the time that the statement is filed with the Department.
- F. A statement of complaint filed by a school district shall be accompanied by a certified copy of a school board resolution authorizing the statement of complaint to be filed.

- G. A statement of complaint may be returned by the Department to the complaining party if the statement is not complete or not legible.

R7-2-1303. Notification of Complaint; Investigation

- A. Within 20 days of filing of a statement of complaint, the Department shall notify the certificated individual that a statement of complaint has been filed and the Department shall provide the certificated individual with a copy of said statement of complaint. Such notice shall be delivered personally or by certified mail.
- B. The certificated individual shall have 15 days from receipt of notification by the Department to answer the complaint. The certificated individual's response to the complaint shall be filed with the Department.
- C. The Department shall have the responsibility of investigating all statements of complaint filed pursuant to this Article.

R7-2-1304. Charge

- A. Upon completion of an investigation resulting from a statement of complaint, the Department may file a charge against a certificated individual alleging immoral or unprofessional conduct.
- B. If, upon completion of the investigation, the Department will not file a charge against the certificated individual, the Department shall prepare a recommendation for the Board's consideration that no charge be filed in this matter. The certificated individual and the complaining party shall be notified of the recommendation and the date, time, and place that the issue will be considered by the Board. The respondent and the charging party shall be notified by the Department of the Board's decision within 15 days after the Board renders a decision on the recommendation.
- C. The Department shall deliver by certified mail, to the last known address of the Respondent, a copy of the charge.
- D. The respondent shall have 15 days from receipt of the charge to file a response with the Department.
- E. A hearing shall be held on a charge before the Professional Practices Advisory Committee pursuant to R7-2-701 et seq.

R7-2-1305. Conviction of Criminal Offenses; Investigation

- A. Applicants shall certify on forms that are provided by the Department of Education and notarized whether they are awaiting trial on, or have ever been convicted of, or have admitted in open court or pursuant to a plea agreement committing any offense listed in A.R.S. § 15-534(F). Applicants for certification shall not be required to disclose information regarding misdemeanor offenses other than those listed in A.R.S. § 15-534(F).
 1. Moral and professional character. Applicants shall certify on forms that are provided by the Department of Education and notarized whether they are awaiting trial on, or have ever been convicted of, or have admitted in open court or pursuant to a plea agreement committing any felony offense. The State Board of Education shall consider evidence of whether an applicant is awaiting trial on, was ever convicted of, or ever admitted in open court or pursuant to a plea agreement committing any felony offense to determine whether the applicant has engaged in immoral or unprofessional conduct pursuant to A.R.S. § 15-203(A)(20). Felony offenses are subject to the review process in accordance with subsection (2).
 2. Review process. In determining whether to revoke, issue or renew certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any felony offense or any criminal offense listed in A.R.S. § 15-534(F) but not listed

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R7-2-1307, the Board shall consider all relevant and reliable evidence submitted on behalf of any party interested in the certification. In reviewing the nature of the offense, the Board shall examine the date of the offense, whether the offense involved moral turpitude, the judicial disposition of the conviction, the age of the person at the time the offense was committed, and all aggravating and mitigating circumstances of the offense. In reviewing the potential for crimes against children, the Board shall examine the criminal record of the person.

- B.** Upon receipt of notification that an applicant or certificated individual has been convicted of a criminal offense as specified in A.R.S. § 15-534(F), the Department shall initiate an investigation.
- C.** Applicants and certificated individuals who are alleged to have been convicted of a criminal offense specified in A.R.S. § 15-534(F) shall provide the Department investigator with copies of court records pertaining to the conviction.

R7-2-1306. Reviewable Offenses

- A.** Reviewable offenses are those offenses listed in A.R.S. § 15-534(F) which are not included in R7-2-1307.
- B.** Upon completion of an investigation, the Department may file a charge against the individual or may make a recommendation to the Board that no hearing be held in this matter.
- C.** A charge filed by the Department against an individual convicted of a reviewable offense shall be screened by the executive committee prior to hearing. The executive committee shall either remand the issue to the PPAC for hearing or make a recommendation to the Board that no hearing be held in the matter.
- D.** When considering the recommendation of the executive committee that no hearing be held in the matter, the Board may

remand the issue to the PPAC for hearing or approve the recommendation of the executive committee that no hearing be held.

- E.** Hearings shall be held pursuant to R7-2-701 et seq.
- F.** The Department shall not issue a certificate to an applicant convicted of a reviewable offense until such issuance has been approved by the Board.

R7-2-1307. Criminal Offenses; Nonreviewable

- A.** The Board shall revoke, not issue, or not renew the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in this state or similar offenses in another jurisdiction:
1. Sexual abuse of a minor.
 2. Incest.
 3. First-degree murder.
 4. Sexual assault.
 5. Sexual exploitation of a minor.
 6. Commercial sexual exploitation of a minor.
 7. A dangerous crime against children as defined in A.R.S. § 13-604.01.
 8. Armed robbery.
 9. Sexual conduct with a minor.
 10. Molestation of a child.
 11. Exploitation of minors involving drug offenses.
- B.** Upon notification that a certificated individual has been convicted of an offense which is listed as nonreviewable pursuant to R7-2-601(V), the Department shall immediately prepare a recommendation for consideration by the Board that the certificate be permanently revoked.

NOTICE OF PROPOSED RULEMAKING

TITLE 18. ENVIRONMENTAL QUALITY

CHAPTER 7. DEPARTMENT OF ENVIRONMENTAL QUALITY

REMEDIAL ACTION

PREAMBLE

- 1. Sections Affected**
- | | |
|-----------|---------------------------------|
| R18-7-401 | <u>Rulemaking Action</u> |
| R18-7-401 | Repeal |
| | New Section |
- 2. The specific authority for the rulemaking, including both the authorizing statute (general) and the statutes the rules are implementing (specific):**
- Authorizing statutes and laws: A.R.S. §§ 49-104(A)(17), 49-104(B)(17), and 49-104(C), and Laws 1997, Ch. 296 (Senate Bill 1304, Session Law)
- Implementing law: Laws 1997, Ch. 296, §§ 3(E), 3(G), 10, and 11 (Senate Bill 1304, Session Law)
- 3. The name and address of agency personnel with whom persons may communicate regarding the rulemaking:**
- Name: George Tsiolis or Martha Seaman
- Address: 3033 North Central Avenue
Phoenix, Arizona 85012
- Telephone: (602) 207-2222
- Fax: (602) 207-2251
- 4. An explanation of the rule, including the agency's reasons for initiating the rule:**
- Notice of Rulemaking Docket Opening: 3 A.A.R. 2410, August 29, 1997.

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The purpose of this proposed rulemaking is to implement Laws 1997, Ch. 296, which requires the Department to establish a fee to support the processing and reviewing of submittals pertaining to remedial actions performed under the Greenfields Pilot Program. The fee rule in this proposal would replace the expedited (exempt) fee rule on the same subject, which also was published in the *Arizona Administrative Register* on August 29, 1997.

A. Background for This Proposed Fee Rule

In recent years, the Arizona legislature has made efforts to encourage the redevelopment of underutilized properties, including properties located in urban or industrialized areas (so-called "brownfields" sites). These efforts include the authorization of risk-based soil remediation standards using non-residential exposure assumptions (Laws 1995, Ch. 232), the qualified exemption of lenders and fiduciaries from liability for WQARF and LUST sites (Laws 1996, Ch. 177), and the authorization of the Department to enter into qualified agreements with prospective purchasers of brownfields sites which provide the purchaser with a written release, covenant not to sue and immunity from contribution claims for any potential liability for existing contamination (Laws 1996, Ch. 177).

Laws 1997, Ch. 296 establishes the Greenfields Pilot Program, which is intended to encourage the voluntary remediation of up to 100 soil-contaminated brownfields sites. The pilot program provides this encouragement by removing direct departmental involvement in the voluntary remediation in favor of a delegated approach with limited departmental oversight. Under the program, a remediation specialist certified by the Arizona Board of Technical Registration performs the remediation, ensures that applicable remedial action criteria are met, and certifies that no further remediation work is necessary at the site through the submittal to the Department of a "no further action" letter. The Department, in turn, supervises the program by ensuring the specialist is eligible for participation in the program, by ascertaining that the site is eligible for remediation under the program, and by auditing a percentage of the Greenfield's sites to determine whether the remediations are consistent with applicable remedial action criteria.

Laws 1997, Ch. 296 requires the Department to finance its involvement in the Greenfields program through the collection of a fee. Pursuant to § 11 of that law, the Department filed an expedited (exempt) fee rule on August 6, 1997. The expedited fee rule, which became effective upon the date of its filing, was published in the *Arizona Administrative Register* on August 29, 1997, and will remain in effect until the version of the Greenfields fee rule formally proposed herein becomes effective.

The Department does not intend at present to propose additional rules relating specifically to the Greenfields Pilot Program, as the Department believes that the Greenfields session law is largely self-executing. However, the Department currently is examining the possibility of a single voluntary remediation program to address Greenfields remediations as well as voluntary remediations conducted pursuant to A.R.S. §§ 49-282.05 and 49-285(B). The Department may propose rules governing all voluntary remediations, as well as addressing the balance of the WQARF program amendments enacted in Laws 1997, Ch. 287, by late 1997, or early 1998.

B. Specific Explanation of This Proposed Rule

Laws 1997, Ch. 296, § 10(A) establishes a Greenfields program fund that is to be financed through legislative appropriations and from the fee that is the subject of this proposed rulemaking. Section 10(B) identifies the legislative appropriations as being \$170,000 from the general fund into the Greenfields fund through fiscal year 1999. Section 10(E) requires the fee to be sufficient to finance the cost of implementing and administering the Greenfields Pilot Program. Based on the language of these provisions, the Department has determined that the initial \$170,000 are for start-up development of the Greenfields program, whereas the fee must cover the cost of implementing the program site-by-site.

Development of the program will include formulating procedures for ensuring the specialists and sites are eligible for participation in the Greenfields program, and for selecting remedial actions for auditing by the Department based upon the type of site and the level of contamination. Development also includes devising standard certification forms, reporting forms, and notification forms to be used during a Greenfields remediation. Finally, development includes the rulemaking necessary to implement the Greenfields program.

Implementing the program site-by-site consists largely of departmental reaction to actions taken by the property owner and certified remediation specialist. At least 15 days prior to the performance of the voluntary remediation, the property owner and remediation specialist must submit an application to the Department which shows that the specialist is properly certified by the Board of Technical Registration and has adequate financial assurance based on the proposed scope of work. The application must also certify that the site in question has soil contamination that has not impacted groundwater and is 1 of the 1st 100 Greenfields sites. The property owner or specialist also must notify the public of the proposed remediation, and submit a copy of the notice to the Department. The Department must process and review these submittals. If the Department determines that the specialist is qualified to perform the remediation and that the site is eligible for remediation under the Greenfields program, then the Department must notify the property owner or specialist not less than 15 days after receiving the copy of the public notice that the specialist may begin the remediation. The Department must also identify which state environmental permits or approvals the property owner is not required to obtain during the performance of the remediation.

Following the performance of the remediation, the specialist must submit a "no further action" letter to the Department, a copy of the remediation report, and corresponding laboratory data packages. The Department must process and review this submittal. The specialist also must submit the Greenfields fee at this time, which the Department must process into the Greenfields program fund. Based on its review of the submittals, the Department must determine whether to conduct an audit of the remediation, and if necessary must perform the audit within 180 days. The audit may include field inspection and soil sampling. The

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purpose of the audit is to determine whether the remediation was consistent with applicable remedial action criteria, as well as gather information generally to determine the efficacy of the pilot program. Based on the results of the audit, the Department may have to record a notice of revocation of the specialist's "no further action" letter and, if so, notify the Bureau of Technical Registration of the deficiencies in the remediation.

The Department has determined the fee for participating in the Greenfields Pilot Program will be \$2,200 per site. This fee is near the lower end of the range of fees charged by other states for participation in programs similar to the Greenfields program. The Department's assumptions behind the calculation of this fee and the reason for selecting 1 flat fee are presented in the summary of economic, small business, and consumer impacts, below.

5. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**

Not applicable.

6. **The preliminary summary of the economic, small business, and consumer impact:**

Summary:

Laws 1997, Ch. 296 requires the Department to finance its involvement in the Greenfields Pilot Program through the collection of a fee. The Department has determined that the tasks involved in reviewing and processing Greenfields submittals and in performing an audit on a portion of the Greenfields sites is \$2,200 per site. The Department shall recover this cost by charging an equivalent fee of \$2,200 per Greenfields site, because charging 1 flat fee that spreads the cost of the site audits among all the sites will provide predictability which is necessary to encourage voluntary remediations of soil-contaminated brownfields sites. The alternative, which involves recovering the costs of performing a site audit only from those sites being audited, up to 6 months after the specialist's submission of the "no further action" letter, would result in an unplanned-for additional, significant financial burden on those persons who are audited. The financial unpredictability in such an approach could discourage persons and small businesses in particular from performing a voluntary remediation under the Greenfields program.

The economic impact of this proposed rulemaking is positive. The benefits of the program's facilitation through the charging of the fee outweigh the cost of the fee, because the program provides an avenue to redevelopment and economic revitalization of a property that is expected to be faster and less costly than already-existing routes to remediation which involve more extensive departmental oversight and review.

a. **Identification of persons who will be directly affected by, bear the costs of or directly benefit from the rulemaking:**

1. Owners of the brownfields site -- These persons include individuals, private businesses, municipalities, and other political subdivisions of the State who desire to remediate a brownfields soil-contaminated site using a certified remediation specialist under the Greenfields Pilot Program. These persons will benefit from the rulemaking, because it provides an avenue toward obtaining a "no further action" letter that is potentially faster, involves less departmental oversight, and therefore involves less departmental review cost as compared to performing the remediation under A.R.S. §§ 49-282.05(B) or 49-285(B).
2. State agencies that are involved in the implementation of the program -- The Department will assign staff to react to actions taken and submittals received from the certified remediation specialist, as described in Section 4 above. The Office of Administrative Hearings and the Attorney General's Office may be involved in challenges to actions taken by the Department pursuant to the Greenfields program, such as a challenge to the Department's revocation of a "no further action" letter based on a site audit.
3. Responsible parties as defined under A.R.S. § 49-283 -- These parties are persons who are responsible for the existing soil contamination at the brownfields site that is being remediated under the Greenfields Pilot Program. The extent of these persons' liability will be determined in part based on the remediation costs incurred by the property owner.
4. Newspapers of general circulation in the county where the brownfields site being remediated under the Greenfields Pilot Program is located -- These entities will benefit from the requirement that the remediation specialist publish a notice of the planned remediation in their newspapers.
5. General public -- Members of the general public will receive a substantial benefit from this rulemaking's facilitation of the redevelopment of soil-contaminated brownfields sites that are currently vacant, abandoned, or otherwise not realizing their full economic potential. Members of the public residing or working in the area of such sites will particularly benefit from the economic revitalization of the sites, from economic and quality-of-life standpoints. Taxpayers will benefit because facilitating private remediations under the Greenfields program will diminish the taxpayers' burden associated with public-financed remediations.

b. **Cost-benefit analysis:**

This cost-benefit analysis necessarily examines the costs and benefits of the program being financed by the fee that is the subject of this rulemaking, in addition to the costs and benefits of the fee itself.

1. Implementing agency -- The costs to the Department, the implementing agency, will be the costs of reacting and responding to submittals from the property owner and certified remediation specialist, the performance of audits on a portion of the sites remediated under the Greenfields program, and interaction with the Bureau of Technical Registration. The costs for implementing the Greenfields program are estimated as follows:

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TABLE 1 - ESTIMATED TOTAL COSTS TO IMPLEMENT THE PROGRAM

	Cost per Site	Extension
100 Sites - Review and Processing	\$ 509 (see Table 2)	\$ 50,900
15 Audits by ADEQ, no Samples	\$2,461 (see Table 3)	\$ 36,915
10 Audits w/Contractor CRS, no Samples	\$3,363 (see Table 3)	\$ 33,360
10 Audits by ADEQ, w/Samples	\$6,552 (see Table 4)	\$ 65,520
5 Audits w/Contractor CRS, w/Samples	\$8,356 (see Table 4)	<u>\$ 41,780</u>
	ESTIMATED TOTAL	\$228,745
	ESTIMATED TOTAL AVERAGED PER SITE	\$ 2,200

CRS = certified remediation specialist

TABLE 2 - ESTIMATED COST TO REVIEW AND PROCESS SUBMITTALS PER SITE
 (NOT INCLUDING A SITE AUDIT)

Staff	Rate	Hours	Extension
Section Manager	\$59	0.25	\$ 15
Unit Manager	\$54	1.0	\$ 54
Project Manager	\$45	8.0	\$ 360
Clerk Typist III	\$20	<u>4.0</u>	<u>\$ 80</u>
	ESTIMATED TOTALS	13.25	\$ 509

Hourly Rates are based on 66% utilization for manager/technical personnel and 72% for clerical as Laws 1997, Ch. 296 requires implementation of the program to be self-financed.

TABLE 3 - ESTIMATED COST TO PERFORM A FIELD AUDIT
 WITHOUT FIELD VERIFICATION (SAMPLES)

Staff	Rate	Hours	Extension
Section Manager	\$59	1.5	\$ 89
Unit Manager	\$54	6.0	\$ 324
Hydrologist IV(CRS)	\$56	8.0	\$ 448
Hydrologist III	\$50	8.0	\$ 400
Project Manager	\$45	24.0	\$ 1,080
Clerk Typist III	\$20	<u>6.0</u>	<u>\$ 120</u>
	ESTIMATED TOTALS	53.5	\$ 2,461
	(Substituting Contractor CRS)	(57.5)	(\$ 3,363)

CRS = certified remediation specialist

Hourly Rates are based on 66% utilization for manager/technical personnel and 72% for clerical as Laws 1997, Ch. 296 requires implementation of the program to be self-financed.

TABLE 4 - ESTIMATED COST TO PERFORM A FIELD AUDIT
 WITH FIELD VERIFICATION (SAMPLES)

Staff	Rate	Hours	Extension
Section Manager	\$59	2.0	\$ 118
Unit Manager	\$54	8.0	\$ 432
Hydrologist IV(CRS)	\$56	16.0	\$ 896

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Hydrologist III	\$50	24.0	\$ 1,200
Project Manager	\$45	32.0	\$ 1,440
Clerk Typist III	\$20	<u>8.0</u>	<u>\$ 160</u>
ESTIMATED LABOR TOTALS		90.0	\$ 4,246
Analytical: 4 samples for metals, PCBs, VOCs			\$ 2,180
Travel & Per Diem			<u>\$ 126</u>
		ESTIMATED TOTAL	\$ 6,552
(Substituting Contractor CRS)		(98.0)	(\$ 8,356)

CRS = certified remediation specialist

Hourly Rates are based on 66% utilization for manager/technical personnel and 72% for clerical as Laws 1997, Ch. 296 requires implementation of the program to be self-financed.

The Department has elected to recover the estimated per-site cost of \$2,200 through an equivalent flat review fee of \$2,200 for each Greenfields site remediation. The 1-flat-fee approach was selected over approaches that involve site-specific billing based on unit rates, because those approaches do not provide the predictability that is necessary to encourage voluntary remediations of soil-contaminated brownfields sites.

For instance, the Department examined the possibility of charging a flat fee for the administrative work associated with reviewing an initial Greenfields submittal to determine the eligibility of the site and the specialist, reviewing the public notice of planned remediation, notifying the specialist that it may begin the remediation, identifying which other approvals or permits the property owner will not be required to obtain, and reviewing and processing the "no further action" letter and supportive documentation; and charging only those sites audited for the actual costs of the audit using unit rates for staff-time, sampling equipment, and laboratory analyses. Using this approach to financing the program would have meant charging a flat fee to all participating property owners, and then, up to 6 months later surprising some of the owners with a notice that the Department has decided to audit their site and will be requiring the owner to pay an additional \$3,000 or more for an audit without field verification, or an additional \$7,000 or more for an audit with field verification. Such an approach is not only unpredictable, in that it would result in an unplanned-for additional, significant financial burden on the property owner, but also may give rise to the appearance of unfairness to the owner of the site selected for the audit. The property owner likely would challenge the audit based on a feeling of unfair surprise and a desire to avoid the additional cost. In general, any approach that does not inform the property owner of its liability to the Department up-front may discourage smaller businesses from performing a voluntary remediation under the Greenfields program. For these reasons, the Department shall charge an up-front, predictable, flat review fee of \$2,200 which spreads the projected cost of audits over all of the property owners participating in the Greenfields program.

There are no incremental benefits to the Department as a result of this rule. Fees to be paid by the certified remediation specialist or its employer are merely to reimburse the Department for the above costs; no profit margins are contemplated.

2. Other agencies directly affected by the rulemaking -- An administrative appeal by the participating property owner concerning an action taken by the Department pursuant to the Greenfields program, including a decision to perform an audit or revoke a "no further action" letter, could result in costs to the Office of Administrative Hearings for convening the formal adjudication on the procedural or substantive validity of the appeal, and costs to the Attorney General's Office for representing the Department in the matter. These costs would, as usual, be covered by the respective budgets of those offices. These costs do not result from the charging of the fee itself.

There are no incremental benefits to the Office of Administrative Hearings and the Attorney General's Office as a result of this rule.

3. Political subdivision of this state directly affected by the rulemaking -- If a political subdivision of this state desires to perform a remediation under this program, then its costs and benefits deriving from this rulemaking will be those costs and benefits discussed for private persons who are directly affected by the rulemaking, below.
4. Businesses directly affected by the rulemaking -- If a business desires to perform a remediation under this program, then its costs and benefits deriving from this rulemaking will be those costs and benefits discussed for private persons who are directly affected by the rulemaking, below.

Newspapers will not be impacted by this rule; rather, newspapers will be impacted by the requirement in Laws 1997, Ch. 296 to publish the notice of planned remediation in the county where the brownfields site in question is located. There are no costs to these newspapers resulting from this rulemaking. Newspapers will derive the benefit from charging a fee for publishing the notice.

5. Private persons and consumers who are directly affected by the rulemaking -- The cost to persons who are directly affected by the fee will be the cost of the fee itself. This fee should be outweighed by the benefit of being able to elect to perform a voluntary remediation through the use of a certified remediation specialist with minimal departmental oversight and less departmental review cost as compared to performing the remediation under A.R.S. §§ 49-282.05(B)

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or 49-285(B).

Consumers probably will not be directly effected by the charging of the fee. Such consumers may be indirectly affected, as businesses performing a Greenfields remediation likely will pass the cost of the remediation, including the cost of the fee, onto persons consuming the business' products and utilizing the business' services. The indirect benefit to consumers, which is a cleaner environment and improved quality of life, will outweigh the disbursed impact felt as a result of the fee.

c. Probable impact on private and public employment:

1. Businesses directly affected by the rulemaking -- There is little impact on private employment at businesses directly affected by the rulemaking. Presumably, a business would have to divert \$2,200 of its revenues to finance its involvement in the Greenfields program; however, such a business would already have made the decision to expend substantial amounts of money, which might otherwise be used to compensate its employees, in the remediation of a brownfields site, so that the additional cost of the Greenfields fee would be relatively minimal.
2. Agencies directly affected by the rulemaking -- There is no impact on public employment in the agencies affected by this rulemaking. As previously indicated, the Department is required to finance its involvement through the collection of the fee; therefore, there are no additional costs to the Department that would divert revenues used to compensate its employees. Any impact of the Greenfields program on the Office of Administrative Hearings or the Attorney General's Office, discussed above, is the result of Laws 1997, Ch. 296, and not the fee used to finance implementation of the program established by that law.
3. Political subdivisions directly affected by the rulemaking -- There is little impact on political subdivisions directly affected by the rulemaking. Presumably, a political subdivision that desires to perform a remediation under the Greenfields program would have to divert \$2,200 of its revenues to finance its involvement in the Greenfields program; however, such an entity would already have made the decision to expend substantial amounts of money, which might otherwise be used to compensate its employees, in the remediation of a brownfields site, so that the additional cost of the Greenfields fee would be relatively minimal.

d. Probable impact on small businesses and reduction of impact:

1. Identification of small businesses subject to the rulemaking -- Small businesses subject to the fee would be those that elect to undertake a voluntary remediation under the Greenfields program. Having made the decision to engage in a possibly costly voluntary remediation, it is likely that such a small business will benefit from the rulemaking, because the rulemaking enables the business to perform the remediation through the use of a certified specialist with minimal departmental oversight and with less review cost as compared to performing the remediation under A.R.S. §§ 49-282.05(B) or 49-285(B).
2. Administrative and other costs required for compliance with the rulemaking -- The only costs required for compliance with this fee rule is the paying of the fee which is necessary to finance the sought-after program.
3. Description of methods the agency may use to reduce the impact on small businesses (A.R.S. § 41-1035 analysis) -- Laws 1997, Ch. 296 requires the Department to recoup all of its costs of implementing the Greenfields Pilot Program through the collection of the fee. The Department, therefore, does not have the discretion to exempt small business who wish to participate in the program from having to pay a fee. In order to lessen the impact to small business, however, the Department has elected to charge 1 flat fee for every Greenfields site, which spreads the cost of performing audits on a portion of those sites over all of the sites. This approach, as indicated above, will eliminate the possibility of an unexpected additional, significant financial burden on small businesses whose sites have been selected for an audit.

e. Statement of the probable effect on state revenues:

There may be a positive effect on the general fund, as any money received through collection of the fee that is not utilized in the implementation of the Greenfields program must be returned to the general fund on an annual basis.

f. Description of any less intrusive or less costly alternative methods of achieving the purpose of the rulemaking:

The purpose of the rulemaking is to finance the implementation of the Greenfields Pilot Program through the collection of a reasonable fee, as required under Laws 1997, Ch. 296. For reasons discussed above, the Department believes that the least costly alternative of achieving this purpose is to average the cost of implementing the program, including performing the required audits on a percentage of the sites, over all of the sites that may be remediated under the program. This approach will eliminate the possibility of an unexpected additional, significant financial burden on persons whose sites are selected for an audit.

7. The name and address of agency personnel with whom persons may communicate regarding the accuracy of the economic, small business, and consumer impact statement:

Name: George Tsiolis
Address: Department of Environmental Quality
3033 North Central Avenue
Phoenix, Arizona 85012

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Telephone: (602) 207-2222

Fax: (602) 207-2251

8. The time, place, and nature of the proceedings for the adoption, amendment, or repeal of the rule or, if no proceeding is scheduled, where, when, and how persons may request an oral proceeding on the proposed rule:

The public comment period for the proposed rule begins with the date this notice is published in the *Arizona Administrative Register* and ends on Friday, April 10, 1998. Persons interested in submitting written comments on the proposed rule should mail them or fax them to George Tsiolis, identified in Questions #3 and #7 above, no later than 5 p.m. on Friday, April 10, 1998. This schedule will allow the Department and stakeholders time to collect and consider data on participation in the Greenfields Pilot Program before engaging in the formal comment-and-response dialogue. This approach is necessary because the substance of the comments and responses will depend on the scope, extent, and initial results of participation in the pilot program.

The Department will hold an oral proceeding on the proposed rulemaking as follows:

Date: Wednesday, April 8, 1997

Time: 1 p.m.

Location: Arizona Department of Environmental Quality
Public Meeting Room
3033 North Central Avenue
Phoenix, Arizona

Persons interested in presenting verbal comments, submitting written comments, or obtaining more information on the proposed rule may do so at the oral proceeding. The Department will respond to these comments in the notice of final rulemaking.

The Department is committed to complying with the Americans with Disabilities Act. If any individual with a disability needs special accommodation, please call (602) 207-4795.

9. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:
Not applicable.

10. Incorporations by reference and their location in the rules:
None.

11. The full text of the rule follows:

TITLE 18. ENVIRONMENTAL QUALITY

CHAPTER 7. DEPARTMENT OF ENVIRONMENTAL QUALITY

REMEDIAL ACTION

ARTICLE 4. VOLUNTARY REMEDIATION PROGRAM

Section

R18-7-401. ~~Greenfields Pilot Program Fee~~ Greenfields Pilot Program Fee

ARTICLE 4. VOLUNTARY REMEDIATION PROGRAM

~~R18-7-401. Greenfields Pilot Program Fee~~

~~A. A certified remediation specialist who participates in the Greenfields Pilot Program pursuant to Laws 1997, Chapter 296, and who submits the documentation that states that no further action is required to remediate the known releases on~~

~~the site shall remit the review fee required under subsection B together with the documentation.~~

~~B. The Department shall charge a flat fee of \$2,200 per accepted site participating in the Greenfields Pilot Program.~~

R18-7-401. Greenfields Pilot Program Fee

A. A certified remediation specialist who participates in the Greenfields Pilot Program pursuant to Laws 1997, Ch. 296, and who submits the documentation that states that no further action is required to remediate the known releases on the site shall remit the review fee required under subsection B together with the documentation.

B. The Department shall charge a flat fee of \$2,200 per accepted site participating in the Greenfields Pilot Program.