



Notices of Exempt Rulemaking

- 8. A showing of good cause why the rulemaking is necessary to promote a statewide interest if the rulemaking will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. The summary of the economic, small business, and consumer impact, if applicable:**  
The rules are not expected to have significant economic impact on small businesses. However, the proposed fee to consumers will generate an estimated \$500,000 per year for the administration of the GED program. It is not expected that the number of GED applicants will decline.
- 10. A description of any changes between the proposed rulemaking, including any supplemental proposed rulemaking, and the final rulemaking package (if applicable):**  
Not applicable
- 11. An agency's summary of the public or stakeholder comments made about the rulemaking and the agency response to the comments, if applicable:**  
A public hearing was held regarding these proposed rules on March 13, 2006. No comment was received.
- 12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules. When applicable, matters shall include, but not be limited to:**
- a. Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:**  
Not applicable
  - b. Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than the federal law and if so, citation to the statutory authority to exceed the requirements of federal law:**  
Not applicable
  - c. Whether a person submitted an analysis to the agency that compares the rule's impact of the competitiveness of business in this state to the impact on business in other states:**  
Not applicable
- 13. A list of any incorporated by reference material and its location in the rule:**  
Not applicable
- 14. Whether the rule was previously made, amended, repealed or renumbered as an emergency rule. If so, the agency shall state where the text changed between the emergency and the exempt rulemaking packages:**  
Not applicable
- 15. The full text of the rules follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

Section  
R7-2-307. High School Equivalency Diplomas

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

**R7-2-307. High School Equivalency Diplomas**

- A.** For the purposes of this rule, the following definitions shall apply:
- 1. "DANTES" means the Defense Activity for Non-Traditional Education Support.
  - 2. "Department" means the GED Division of the Arizona Department of Education.
  - 3. "GED Test" means the ~~general educational development test approved~~ General Educational Development Test developed by the GEDTS and administered at an official GED Testing Center.
  - 4. "GED Testing Center" means a testing center established by the Department for the purpose of administering GED tests and providing GED testing services pursuant to the requirements established by GEDTS and state jurisdictional rules.
  - 5. "GEDTS" means the GED Testing Service, Washington, D.C.
  - 6. "USAFI" means the United States Armed Forces Institute.
- B.** Eligibility requirements. Any individual who is 16 years of age or older and who has officially been withdrawn from school ~~for six consecutive months preceding testing~~ may take a GED Test.



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4. **A list of all notices published in the Register as specified in R1-1-409(A) that pertain to the record of the exempt rulemaking:**  
Not applicable
5. **The agency's contact person who can answer questions about the rulemaking:**  
Name: Vince Yanez, Executive Director of the Arizona State Board of Education  
Address: 1535 W. Jefferson St., Bin 11  
Phoenix, AZ 85007  
Telephone: (602) 542-5057  
Fax: (602) 542-3046  
E-mail: vince.yanez@azed.gov  
Web site: <http://www.azed.gov/state-board-education/>
6. **An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:**  
Pursuant to A.R.S. § 15-792.02 the Arizona State Board of Education shall adopt rules to carry out the initiative.  
In 2010 the Legislature established a new model for high school instruction that enables students to advance in their educational careers based on demonstrated learning instead of seat time. A key provision includes the establishment of the "Grand Canyon Diploma," a performance-based high school diploma available to students on a voluntary basis beginning in the 2012-2013 academic year.
7. **A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**  
Not applicable
8. **A showing of good cause why the rulemaking is necessary to promote a statewide interest if the rulemaking will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
9. **The summary of the economic, small business, and consumer impact, if applicable:**  
The rules are not expected to have significant, if any, economic impact on small businesses.
10. **A description of any changes between the proposed rulemaking, including any supplemental proposed rulemaking, and the final rulemaking package (if applicable):**  
Not applicable
11. **An agency's summary of the public or stakeholder comments made about the rulemaking and the agency response to the comments, if applicable:**  
A public hearing was held regarding these proposed rules on January 5, 2011. No comment was received.
12. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules. When applicable, matters shall include, but not be limited to:**
  - a. **Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:**  
Not applicable
  - b. **Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than the federal law and if so, citation to the statutory authority to exceed the requirements of federal law:**  
Not applicable
  - c. **Whether a person submitted an analysis to the agency that compares the rule's impact of the competitiveness of business in this state to the impact on business in other states:**  
Not applicable
13. **A list of any incorporated by reference material and its location in the rule:**  
Not applicable
14. **Whether the rule was previously made, amended, repealed or renumbered as an emergency rule. If so, the agency shall state where the text changed between the emergency and the exempt rulemaking packages:**  
Not applicable
15. **The full text of the rules follows:**

**TITLE 7. EDUCATION**

**CHAPTER 2. STATE BOARD OF EDUCATION**

**ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS**

Section

- R7-2-314. ~~Repealed Definitions~~  
R7-2-315. ~~Repealed Board Examination Systems; Offerings; Procedures~~  
R7-2-315.01. ~~Grand Canyon Diploma~~

**ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS**

**R7-2-314. ~~Repealed Definitions~~**

The following definitions apply to Sections R7-2-315 and R7-2-315.01:

1. “Board examination system” means a complete instructional system that includes all of the following components:
  - a. A coherent group of courses that collectively constitutes a core curriculum at the high school level.
  - b. A comprehensive syllabus for each course.
  - c. Appropriate instructional and teaching materials for each course.
  - d. High quality examinations that are closely aligned with the course syllabus.
  - e. Professional scoring of examinations, and
  - f. Teacher education that is designed to train teachers to properly teach those courses.
2. “Grand Canyon Diploma” means a high school diploma that is offered to any student who demonstrates readiness for college level mathematics and English according to standards prescribed by an interstate compact on board examination systems, who has passing grades on an additional set of required approved board examinations in core academic courses as determined by the State Board of Education.
3. “Readiness for college level mathematics and English” means that a student has the mathematics and English skills and knowledge needed to succeed in college level courses that count toward a degree or certificate without taking remedial or developmental coursework.

**R7-2-315. ~~Repealed Board Examination Systems; Offerings; Procedures~~**

**A.** The State Board of Education shall select board examination systems that may be used by traditional public schools and charter schools in accordance with the requirements of this Section. Board examination systems selected by the State Board of Education shall:

1. Be approved by an interstate compact on board examination systems.
2. Be periodically modified to reflect core standards selected by an interstate compact on board examination systems.
3. Be aligned to State Board of Education approved academic standards.
4. Have common passing scores that are prescribed by an interstate compact on board examination systems that are set to the level of literacy required to succeed in college-level courses offered by community colleges in this state that count toward a degree or certificate without taking remedial or developmental coursework.

**B.** The State Board of Education shall contract with a private organization to act as primary administrator of approved board examination systems. The private organization shall:

1. Identify, select and contract with a national organization that is devoted to issues concerning education and the economy and that is selected by the State Board of Education to provide technical services to develop and maintain an interstate system of approved board examination systems.
2. Provide data and other information to a national organization that is devoted to issues concerning education and the economy and that is selected by the State Board of Education to provide technical services the national organization deems necessary to set appropriate performance standards for students in this state. The Department of Education shall provide data and other information to the private organization, as necessary.
3. Conduct technical studies required by the State Board of Education to compare the scores on approved board examinations by the students in this state to scores on the Arizona Instrument to Measure Standards Test and other measures deemed necessary to ensure the efficacy of the approved board examinations. The private organization may contract with other entities that are selected by the State Board of Education for the purpose of conducting technical studies.
4. In cooperation with the Superintendent of Public Instruction and the State Board of Education, solicit monies from all lawful private and public sources, including federal monies, to offset the costs of instruction provided to students pursuant to this Section.
5. Exercise general supervision over the implementation of the approved board examination systems in this state.
6. Prepare an annual report for the State Board of Education, which shall forward it to the legislature and the governor, on the progress made toward the goals established in A.R.S. Title 15, Chapter 7, Article 6. Participating schools and the Department of Education shall provide data to the private organization as needed in order to complete the annual

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- report.
7. Identify, select and represent this state on the national governing body of an interstate compact on board examination systems, as approved by the State Board of Education.
  8. Select this state's representatives in an interstate compact on board examination systems in accordance with the policies prescribed by that interstate compact.
  9. Develop the Grand Canyon Diploma to be approved and adopted by the State Board of Education.
- C.** The Department of Education shall develop a system, subject to State Board of Education approval, to track the academic progress of pupils who participate in board examination systems.
- D.** School districts or charter schools wishing to implement an approved board examination in one or more schools shall:
1. Send written notice to the private organization described in this Section indicating that school district's or charter school's interest in implementing an approved board examination system.
  2. Submit an implementation plan to the private organization described in this Section that includes at least the following elements:
    - a. The specific approved board examination system the school district wishes to implement;
    - b. A proposed timeline for the implementation of an approved board examination system;
    - c. A description of the funding model that will be employed to ensure the sustainability of the approved board examination system offering;
    - d. A communication plan for students and parents that provides an overview of the selected approved board examination system, potential course offerings, a description of student support systems, and contact information for students and parents to obtain more detailed information regarding board examination systems and the Grand Canyon Diploma option, as defined in R7-2-315.01.
- E.** Upon receipt of an implementation plan described in this Section the private organization shall work cooperatively with the applicable school district or charter school to ensure that the plan is feasible and to modify any elements of the plan deemed necessary for successful implementation of the approved board examination system.

**R7-2-315.01. Grand Canyon Diploma**

- A.** School districts and charter schools in this state may choose to offer a Grand Canyon Diploma beginning in the 2012 – 2013 school year. A high school student who is enrolled in a school district or charter school that offers a Grand Canyon Diploma may choose to pursue a Grand Canyon Diploma.
- B.** A student may be awarded a Grand Canyon Diploma at the end of grade 10 or during or at the end of grade 11 or 12 provided that the student has passed both the mathematics and English assessments for the applicable approved board examination system, and the student has successfully completed the following subject area requirements within board examination system curriculum:
1. Two credits of English;
  2. Two credits of mathematics;
  3. Two credits of science, including lab-based science, engineering or information technologies;
  4. One credit of American History;
  5. One credit of World History;
  6. One credit of fine arts or career and technical education and vocational education; and
  7. One-half credit of economics.
- C.** A student that satisfies all the criteria for issuance of a Grand Canyon Diploma is exempt from the minimum course of study requirements delineated in R7-2-302.02.
- D.** Students who earn a Grand Canyon Diploma shall have multiple pathways available to them and may:
1. Enroll the following semester in a community college under the jurisdiction of a community college in this state. Students who take community college courses on high school campuses pursuant to this subsection shall be eligible to participate in extracurricular activities, including interscholastic sports, through the end of grade 12.
  2. Remain in high school and enroll in additional advanced preparation board examination programs that are designed to prepare students for admission to high quality postsecondary institutions that offer baccalaureate degree programs. These board examination programs shall be selected from a list provided by an interstate compact for board examination systems and approved by the State Board of Education. Students who elect to remain in high school pursuant to this subsection shall be eligible to participate in extracurricular activities, including interscholastic sports, through the end of grade 12.
  3. Enroll in a full-time career and technical education program offered on a community college campus, a high school campus or a joint technical education district campus, or any combination of these campuses. Students who elect to remain in high school pursuant to this subsection shall be eligible to participate in extracurricular activities, including interscholastic sports, through the end of grade 12.
  4. Return to a traditional academic program without completing the next level of board examination systems curriculum through the end of grade 12. Students who elect to remain in high school pursuant to this subsection shall be eligible to participate in extracurricular activities, including interscholastic sports, through the end of grade 12.
- E.** Students who pursue but do not earn a Grand Canyon Diploma at the end of grade 10 or 11 shall receive a customized pro-



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**6. An agency's justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:**

Pursuant to A.R.S. § 15-203(A)(38) the Arizona State Board of Education adopted the Framework for Evaluating Educator Effectiveness. In that framework, recommendations to the State Board include ensuring Arizona's Professional Teaching Standards align to national expectations (Interstate Teacher Assessment and Support Consortium - InTASC) and Arizona's Professional Administrative Standards align to national expectations (Interstate School Leaders Licensure Consortium - ISLLC).

The State Board of Education is amending R7-2-602. Professional Teaching Standards to align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and R7-2-603. Professional Administrative Standards to align with the Interstate School Leaders Licensure Consortium (ISLLC) standards.

**7. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:**

Not applicable

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

Not applicable

**9. The summary of the economic, small business, and consumer impact, if applicable:**

The rules are not expected to have significant, if any, economic impact on small businesses.

**10. A description of any changes between the proposed rulemaking, including any supplemental proposed rulemaking, and the final rulemaking package (if applicable):**

Not applicable

**11. An agency's summary of the public or stakeholder comments made about the rulemaking and the agency response to the comments, if applicable:**

A public hearing was held regarding these proposed rules on November 16, 2011. No comment was received.

**12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules. When applicable, matters shall include, but not be limited to:**

**a. Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:**

Not applicable

**b. Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than the federal law and if so, citation to the statutory authority to exceed the requirements of federal law:**

Not applicable

**c. Whether a person submitted an analysis to the agency that compares the rule's impact of the competitiveness of business in this state to the impact on business in other states:**

Not applicable

**13. A list of any incorporated by reference material and its location in the rule:**

Not applicable

**14. Whether the rule was previously made, amended, repealed or renumbered as an emergency rule. If so, the agency shall state where the text changed between the emergency and the exempt rulemaking packages:**

Not applicable

**15. The full text of the rules follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 6. CERTIFICATION

Section

R7-2-602. Professional Teaching Standards

R7-2-603. Professional Administrative Standards

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ARTICLE 6. CERTIFICATION

**R7-2-602. Professional Teaching Standards**

- 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 and plans instruction that develops students' abilities to meet Arizona's academic 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 academic standards;
  - 2. Focuses instruction on the school and district's academic standards;
  - 3. Aligns curriculum with the student assessments;
  - 4. Addresses any physical, mental, social, cultural, and community differences among learners;
  - 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; and
  - 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 academic 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; and
  - 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 academic standards. The performance assessment shall measure the extent to which the teacher:
  - 1. Appropriately implements a teacher-designed lesson plan;
  - 2. Communicates to students specific standards and high expectations for learning;
  - 3. Links learning with students' prior knowledge, experiences, and background;
  - 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, and demonstrate multicultural sensitivity;
  - 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 which result in a high level of success for students;
  - 14. Provides opportunities for students to use and practice what is learned; and
  - 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 academic 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.

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- ~~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 academic standards and to transition from school to work or post secondary education. 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 and team membership skills that facilitate the development of mutually beneficial goals; and
  - 5. Collaborates with colleagues to achieve school and district goals.
- ~~G.~~ Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:
  - 1. Reviews his or her practices and evaluates the influences of those practices on student growth and learning;
  - 2. Designs and continually adapts a professional development plan for improving instruction and student learning;
  - 3. Engages in activities that implement the professional development plan;
  - 4. Uses employer's documentation of his or her performance to develop a professional development plan; and
  - 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 his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic 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 or areas he or she is being certified to teach.
  - 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; and
  - 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 or areas in which the teacher is seeking certification 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 theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals;
  - 5. Methods for recognizing and accommodating exceptional children;
  - 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 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. Services and resources to meet the needs of exceptional children and how to access the services and resources;
  - 12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system; and
  - 13. Laws and ethics related to student, parent, and teacher rights and responsibilities.
- ~~J.~~ Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs. The performance assessment shall measure the

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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, rules 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 individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques; and
6. Utilizes paraeducators and paratherapists effectively through training and supervision.

**B.** Standard 1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher:

1. Regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
4. Understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.
5. Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
6. Identifies readiness for learning, and understands how development in any one area may affect performance in others.
7. Understands the role of language and culture in learning and, consistent with Arizona law, knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.
8. Respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
9. Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
10. Takes responsibility for promoting learners' growth and development.

**C.** Standard 2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher:

1. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. Makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.
7. Understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
8. Understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
9. Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
10. Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
11. Knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.
12. Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
13. Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
14. Makes learners feel valued and helps them learn to value each other.
15. Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

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- D.** Standard 3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. The teacher:
1. Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
  2. Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
  3. Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
  4. Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
  5. Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
  6. Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
  7. Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
  8. Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
  9. Understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
  10. Knows how to help learners work productively and cooperatively with each other to achieve learning goals.
  11. Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
  12. Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
  13. Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
  14. Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
  15. Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
  16. Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
  17. Seeks to foster respectful communication among all members of the learning community.
  18. Is a thoughtful and responsive listener and observer.
- E.** Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. The teacher:
1. Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
  2. Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
  3. Engages learners in applying methods of inquiry and standards of evidence used in the discipline.
  4. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
  5. Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
  6. Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
  7. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
  8. Creates opportunities for students to learn, practice, and master academic language in their content.
  9. Accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
  10. Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
  11. Understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
  12. Knows and uses the academic language of the discipline and knows how to make it accessible to learners.
  13. Knows how to integrate culturally relevant content to build on learners' background knowledge.

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14. Has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
  15. Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. The teacher keeps abreast of new ideas and understandings in the field, and ensures instruction is consistent with Arizona's adopted academic standards.
  16. Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
  17. Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
  18. Commits to work toward each learner's mastery of disciplinary content and skills.
- F.** Standard 5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher:
1. Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
  2. Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
  3. Facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
  4. Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
  5. Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
  6. Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
  7. Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
  8. Develops and implements supports for learner literacy development across content areas.
  9. Understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
  10. Understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
  11. Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
  12. Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
  13. Understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
  14. Understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
  15. Understands creative thinking processes and how to engage learners in producing original work.
  16. Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
  17. Is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
  18. Values knowledge outside his/her own content area and how such knowledge enhances student learning.
  19. Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- G.** Standard 6. Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The teacher:
1. Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
  2. Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
  3. Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
  4. Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
  5. Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
  6. Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
  7. Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

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8. Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
  9. Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
  10. Understands the differences between formative and summative applications of assessment and knows how and when to use each.
  11. Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
  12. Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
  13. Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
  14. Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
  15. Knows when and how to evaluate and report learner progress against standards.
  16. Understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
  17. Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
  18. Takes responsibility for aligning instruction and assessment with learning goals.
  19. Is committed to providing timely and effective descriptive feedback to learners on their progress.
  20. Is committed to using multiple types of assessment processes to support, verify, and document learning.
  21. Is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
  22. Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
- H.** Standard 7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher:
1. Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
  2. Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
  3. Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
  4. Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
  5. Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
  6. Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
  7. Understands content and content standards and how these are organized in the curriculum.
  8. Understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
  9. Understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  10. Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
  11. Knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
  12. Knows when and how to adjust plans based on assessment information and learner responses.
  13. Knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
  14. Respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
  15. Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
  16. Takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

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17. Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
- I.** Standard 8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher:
1. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
  2. Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
  3. Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
  4. Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
  5. Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
  6. Engages all learners in developing higher order questioning skills and metacognitive processes.
  7. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
  8. Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
  9. Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
  10. Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
  11. Knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  12. Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
  13. Understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
  14. Knows how to use a wide variety of resources, including human and technological, to engage students in learning.
  15. Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
  16. Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  17. Values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
  18. Is committed to exploring how the use of new and emerging technologies can support and promote student learning.
  19. Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
- J.** Standard 9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The teacher:
1. Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
  2. Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
  3. Independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
  4. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
  5. Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
  6. Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
  7. Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
  8. Knows how to use learner data to analyze practice and differentiate instruction accordingly.
  9. Understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recog-

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nizes how they may bias behaviors and interactions with others.

10. Understands and adheres to laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
11. Knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
12. Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
13. Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
14. Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
15. Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**K.** Standard 10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher:

1. Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. Engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, builds ongoing connections with community resources to enhance student learning and well being.
6. Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. Uses and generates meaningful research on education issues and policies.
9. Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. Strives to meet the needs of learners and to strengthen the learning environment.
11. Takes on leadership roles at the school, district, state, and/or national levels.
12. Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
13. Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
14. Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
15. Knows how to contribute to a common culture that supports high expectations for student learning.
16. Actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
17. Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
18. Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
19. Takes responsibility for contributing to and advancing the profession.
20. Embraces the challenge of continuous improvement and change.

**R7-2-603. Professional Administrative Standards**

**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, as set forth in R7-2-616.

**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;

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2. Promotes support for and fulfillment of 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 in cooperation with the community;
  6. Sets priorities in the context of community, student, faculty and staff needs;
  7. Serves as an articulate spokesperson for the welfare of all students in a diverse community;
  8. Describes the role of education in a democratic society within an historical context;
  9. Uses documentation of the administrator's performance to design and continually update a professional development plan; and
  10. Develops, implements, and monitors changes to the organization's mission 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 defining 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 equal educational opportunities in educational programs;
  6. Promotes the importance of understanding and appreciating the diversity in the community;
  7. Applies strategies for addressing international issues affecting teaching and learning, and
  8. Works effectively with policy makers.
- D.** Standard 3: The administrator implements positive and proactive communication strategies for effective parent and community 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, and
  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 of 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 of the organization;
  11. Demonstrates understanding of employee benefits and alternative employee benefits packages;
  12. Identifies the potential legal issues affecting school personnel selection, development, supervision, retention, and dismissal;
  13. Demonstrates knowledge of student services and programs for which students may be categorically eligible;
  14. Evaluates and promotes improved organizational morale;
  15. Demonstrates knowledge of social agencies and services available in the community;
  16. Promotes a safe and effective learning environment; and
  17. Applies to daily practice the ethical conduct of the profession.
- F.** Standard 5: The administrator advocates and supports 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. Plans curriculum which anticipates occupational trends and their educational implications;
  4. Demonstrates understanding of instructional objectives using theories of cognitive development;

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- ~~5. Demonstrates a knowledge of alignment and sequence of curriculum which promotes student achievement;~~
  - ~~6. Demonstrates knowledge of valid and reliable performance indicators and testing procedures to measure student achievement;~~
  - ~~7. Demonstrates knowledge of 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, 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 various learning styles;~~
  - ~~11. Implements programs to help students develop as caring and informed citizens; and~~
  - ~~12. Describes and applies legal requirements affecting student supervision.~~
- B.** Standard 1: Supervisors, principals and superintendents promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Supervisors, principals and superintendents:
1. Collaboratively develop and implement a shared vision and mission.
  2. Collect and use data to identify goals, assesses organizational effectiveness, and promote organizational learning.
  3. Create and implement plans to achieve goals.
  4. Promote continuous and sustainable improvement.
  5. Monitor and evaluate progress and revises plans.
- C.** Standard 2: Supervisors, principals and superintendents promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Supervisors, principals and superintendents:
1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
  2. Create a comprehensive, rigorous, and coherent curricular program.
  3. Create a personalized and motivating learning environment for students.
  4. Supervise instruction.
  5. Develop assessment and accountability systems to monitor student progress.
  6. Develop the instructional and leadership capacity of staff.
  7. Maximize time spent on quality instruction.
  8. Promote the use of the most effective and appropriate technologies to support teaching and learning.
  9. Monitor and evaluate the impact of the instructional program.
- D.** Standard 3: Supervisors, principals and superintendents promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Supervisors, principals and superintendents:
1. Monitor and evaluate the management and operational systems.
  2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
  3. Promote and protect the welfare and safety of students and staff.
  4. Develop the capacity for distributed leadership.
  5. Ensure teacher and organizational time is focused to support quality instruction and student learning.
- E.** Standard 4: Supervisors, principals and superintendents promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Supervisors, principals and superintendents:
1. Collect and analyze data and information pertinent to the educational environment.
  2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
  3. Build and sustain positive relationships with families and caregivers.
  4. Build and sustain productive relationships with community partners.
- F.** Standard 5: Supervisors, principals and superintendents promote the success of every student by acting with integrity, fairness, and in an ethical manner. Supervisors, principals and superintendents:
1. Ensure a system of accountability for every student's academic and social success.
  2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
  3. Safeguard the values of democracy, equity, and diversity.
  4. Consider and evaluate the potential moral and legal consequences of decision-making.
  5. Ensure that individual student needs inform all aspects of schooling.
- G.** Standard 6: Supervisors, principals and superintendents promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Supervisors, principals and superintendents:
1. Stay informed on local, district, state, and national decisions affecting student learning.
  2. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.