**Arizona Policy Summary**

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# Arizona

# Teaching Standards and Leadership Standards

## Teaching Standards

**Is working with and meeting the needs of students with disabilities addressed in state teaching standards?**

Arizona’s [Professional Teaching Standards](http://tb1cdn.schoolwebmasters.com/site_0157/UnionHurleyRanch_AZProfTeachStandards_080514.pdf) form the basis for approved teacher preparation programs and the Arizona Teacher Proficiency Assessment. They specifically address the expectation that teachers have the knowledge and skills to effectively teach and meet the needs of students with disabilities. For example:

*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:

 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.

 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.

 Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

 Understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

*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:

 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.

 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.

 Is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

*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:

 Plans collaboratively with professionals who have specialized expertise (e.g., special educators) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

 Knows when and how to access resources and collaborate with others to support student learning (e.g., special educators).

*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: Understands and adheres to laws related to learners’ rights and teacher responsibilities (e.g., appropriate education for learners with disabilities).

## School Leadership Standards

**Is knowledge of working with students with disabilities included in leader standards?**

Arizona’s [Professional Administrative Standards](https://azsbe.az.gov/sites/default/files/media/Item4GCloseArticle6.pdf) Arizona State Board Rule R7-2-603 form the basis for approved administrative preparation programs. The Arizona Administrator Proficiency Assessment assesses proficiency in the standards as a requirement for the certification of supervisors, principals, and superintendents. They do not specifically address students with disabilities but establish the expectation that school administrators will “promote the success of every student.”

The [Arizona Principal Supervisor Professional Standards](https://www.azed.gov/sites/default/files/media/Principal%20Supervisor%20Professional%20Standards%20Rev%20and%20Current_0.pdf) and the [Arizona Teacher Leader Professional Standards](https://www.azed.gov/sites/default/files/media/AZ%20Teacher%20Leader%20Professional%20Standards_Final.pdf) are intended to provide Arizona Local Education Agencies with guidance in establishing the role and responsibilities of a principal supervisor, and a teacher leader respectively as well as guidance in their development and professional learning. Working with diverse learners is included in both of these standards.

# Teacher and Principal Preparation

## Teacher Preparation – Program Approval/Accreditation

**Is course work required in teaching students with disabilities/diverse learners?**

Teacher preparation programs must provide training in Arizona’s [Professional Teaching](http://tb1cdn.schoolwebmasters.com/site_0157/UnionHurleyRanch_AZProfTeachStandards_080514.pdf)

[Standards](http://tb1cdn.schoolwebmasters.com/site_0157/UnionHurleyRanch_AZProfTeachStandards_080514.pdf). See Standard two, seven, eight, and ten. They must also align with national preparation standards (including CEC, InTASC and NCATE), and must adhere to the State Board of Education’s program approval procedures ([A.A.C. R7-2-604.02)](http://apps.azsos.gov/public_services/Title_07/7-02.pdf)

**Clinical time in diverse settings/teaching special populations**

The Arizona State Board of Education Rules provide the following definitions. The student teaching requirement must be appropriate for the certification the applicant is seeking.

*Capstone experience*: “Capstone experience” means a culminating professional experience in a PreK—12 setting. This experience may include student teaching or internships in administration, counseling, or school psychology, or alternative path PreK through 12 teaching.R7-2-604 (6)

*Field experience:* “Field experience” means scheduled, directed, structured, supervised, frequent experiences in a PreK—12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.R7-2-604 (9)

*Student teaching*: “Student teaching” means a minimum of 12 weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking. R7-2-604 (19)

**Principal Preparation – Program Approval/Accreditation**

**Is course work required in leading a school/district that serves special education students/diverse learners?**

Principal candidates are required to complete a program in educational administration for principals, including at least 30 graduate semester hours of educational administration courses teaching the knowledge and skills described in the Professional Administrative Standards which includes working with diverse learners. (R7-2-603).

## Principal Preparation – Accountability

**Are programs reviewed based on outcomes of graduates’ success? Can school principals be linked back to institutions of higher education and preparation programs?**

No. Our state policy analysis did not identify a state accountability system for administrative preparation programs.

# Teacher and Principal Certification/Licensure

## Teacher Certification/Licensure – Structure

**Is a specific certificate, license or endorsement related to special education required?**

Yes. Please see additional requirement information by certification below.

[Standard Special Education Certifications](https://www.azed.gov/educator-certification/forms-and-information/certificates)

* Early Childhood Special Education
* Mild/Moderate
* Moderate/Severe
* Visual Impairments Birth-Grade 12
* Deaf/Hard of Hearing Birth-Grade 12

[Special Education Endorsements](https://www.azed.gov/educator-certification/forms-and-information/endorsements)

* Mild/Moderate
* Moderate/Severe
* Visual Impairments Birth-Grade 12
* Deaf/Hard of Hearing Birth-Grade 12

[Alternative Special Education Teaching Certificates](https://www.azed.gov/educator-certification/alternative-teaching-certificate)

## Teacher Certification – Examination

**Does the state require teachers to pass a basic skills exam for initial certification? What are the pass rates on the exams? Does the state require Praxis II or more pedagogical assessment for licensure? Does it include anything about teaching diverse learners or special populations?**

Arizona does not require passing a basic skills exam for initial certification.

Arizona has adopted 32 subject knowledge exams and 6 professional knowledge (pedagogical) exams as a requirement for initial certification. The exams are administered through Pearson Education, Inc. Arizona uses both National Evaluation Series (NES) exams and customized Arizona Educator Proficiency Assessments (AEPA). The passing rate on the exams vary.

All teaching certificates require passing a pedagogical (“professional knowledge”) exam. With the exceptions of the Mild/Moderate Disabilities certificate and Secondary certificates in a subject area in which an Arizona Teacher Proficiency Assessment is not offered, teaching certificates also require a subject knowledge assessment. The exam requirements for each certification are located on the [ADE Arizona Educator Proficiency Requirements webpage](https://www.azed.gov/educator-certification/testing-information).

The professional knowledge exams are based on the applicable Arizona standards and assess knowledge related to teaching diverse learners and special populations.

**Principal Certification/Licensure – Requirements**

**Is prior teaching experience required to become a principal and/or a superintendent? Is specific coursework or other evidence required around working with special populations?**

Verification of three (3) years of full-time teaching experience in grades Prekindergarten–12 is required for the principal certification. Verification of three years full-time teaching **or** related education services experience (e.g., speech pathologist, guidance counselor) is required for the superintendent and supervisor certificates.

Educator preparation programs leading to a Standard Professional administrative certificate must adhere to Professional Administrative Standards in R7-2-603, in addition to the other technical requirements listed in R7-2-616. The following administrative standards are listed under Board rule R7-2-603:

*Standard 3:* Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Effective leaders:

* Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

*Standard 5:* Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:

* Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

The requirements for each administrative certificate are listed on the ADE [Principal Certificate](https://www.azed.gov/educator-certification/principal-prek-12) and ADE [Superintendent Certificate](https://www.azed.gov/educator-certification/superintendent-prek-12) webpages.

* [Principal, PreK-12](https://www.azed.gov/educator-certification/principal-prek-12%22%20%5Co%20%22Principal%20Certificate%22%20%5Ct%20%22_blank)
* [Superintendent, PreK-12](https://www.azed.gov/educator-certification/superintendent-prek-12%22%20%5Ct%20%22_blank)
* [Supervisor, PreK-12](https://www.azed.gov/educator-certification/supervisor-prek-12%22%20%5Ct%20%22_blank)
* [Interim Principal, PreK-12](https://www.azed.gov/educator-certification/interim-principal-prek-12%22%20%5Ct%20%22_blank)
* [Interim Superintendent, PreK-12](https://www.azed.gov/educator-certification/interim-superintendent-prek-12%22%20%5Ct%20%22_blank)
* [Interim Supervisor, PreK-12](https://www.azed.gov/educator-certification/interim-supervisor-prek-12%22%20%5Co%20%22Requirements%20for%20Interim%20Supervisor%20Certificate%22%20%5Ct%20%22_blank)

# Teacher and Principal Induction

## Teacher Induction

**Is mentoring required for all new teachers and for how many years? If so, do program guidelines/requirements specifically address teaching diverse learners?**

Mentoring for new teachers is not required by law in Arizona. However, on September 27, 2021 the Board adopted the Arizona Induction Program Standards as a guide to districts and schools in designing and implementing effective induction and mentoring programs. Working with diverse learners is explicitly outlined in the [Arizona Beginning Teacher Induction Standards](https://www.azed.gov/sites/default/files/media/AZ%20Induction%20Program%20Standards-FINAL.pdf). According to Arizona State Board of Education Rules, “Induction” and “mentoring and retention programming” means a program of regular, job-embedded, in-person, one-on-one feedback that is focused on instruction and ensuring new classroom teacher quality, success and retention. While a “new classroom teacher” means a classroom teacher who is in the first, second, or third year of teaching. The standards and programs developed by local education agencies shall require that the equivalent of one full-time mentor may be assigned to not more than 15 new classroom teachers employed by the school district or charter school. The Professional Administrative Standards call for administrators to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

## Principal Induction

**Is coaching/mentoring required for all new principals/administrators/ superintendents and for how many years? If so, do program guidelines/requirements specifically serving diverse learners?**

Coaching/mentoring for new principals/administrators/superintendents is not required under Arizona law. According to the [Arizona Principal Supervisor Professional Standards](https://adecloud-my.sharepoint.com/personal/kim_rice_azed_gov/Documents/Microsoft%20Teams%20Chat%20Files/Arizona%20Principal%20Supervisor%20Professional%20Standards), Standard 2 states that the Principal Supervisors coach, support, and engage individual principals in effective professional learning strategies to help them grow as instructional leaders. Principal supervisors model the instructional leadership behaviors that they expect principals to exhibit, offer timely and actionable feedback, provide strategic support, and facilitate differentiated learning opportunities to build principals’ capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of instructional leadership practice. [Arizona Principal Supervisor Professional Standards](https://www.azed.gov/sites/default/files/media/Principal%20Supervisor%20Professional%20Standards%20Rev%20and%20Current_0.pdf#:~:text=The%20Arizona%20Principal%20Supervisor%20Professional%20Standards%20and%20the,as%20guidance%20in%20their%20development%20and%20professional%20learning.) Standard 3 states that principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of all students.

# Teacher and Principal Professional Development Standards

## Teacher Professional Development Standards

**Does the state have professional development standards for teacher PD?**

[In 2007, Arizona adopted the Standards for Professional Learning, developed by](https://standards.learningforward.org/?_gl=1%2A6gbpfu%2A_ga%2AMTY3NjcyOTQ3NS4xNjkwODI2Mzc4%2A_ga_CB53GJWDM1%2AMTY5MDgyNjM3Ny4xLjAuMTY5MDgyNjM3Ny42MC4wLjA.%2A_ga_4MQ7P0JS18%2AMTY5MDgyNjM3Ny4xLjAuMTY5MDgyNjM3Ny4wLjAuMA..&_ga=2.16249846.1138163200.1690826378-1676729475.1690826378) [Learning Forward](https://learningforward.org/)[. These standards outline the characteristics of professional learning that leads to](http://www.learningforward.org/) effective teaching practices, supportive leadership, and improved student results.

## Principal Professional Development Standards

**Does the state have professional development standards for leadership PD?**

The [Standards for Professional Learning](https://standards.learningforward.org/?_gl=1%2A6gbpfu%2A_ga%2AMTY3NjcyOTQ3NS4xNjkwODI2Mzc4%2A_ga_CB53GJWDM1%2AMTY5MDgyNjM3Ny4xLjAuMTY5MDgyNjM3Ny42MC4wLjA.%2A_ga_4MQ7P0JS18%2AMTY5MDgyNjM3Ny4xLjAuMTY5MDgyNjM3Ny4wLjAuMA..&_ga=2.16249846.1138163200.1690826378-1676729475.1690826378), adopted by the state in 2007, outline standards for leadership:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

* *Develop capacity for learning and leading* – Leaders hold learning among their top priorities for students, staff, and themselves.
* *Advocate for professional learning* – Leaders clearly articulate the critical link between increased student learning and educator professional learning.
* *Create support systems and structures* – Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement.