



ARIZONA K-12 CENTER

BIENNIAL REPORT *2006*

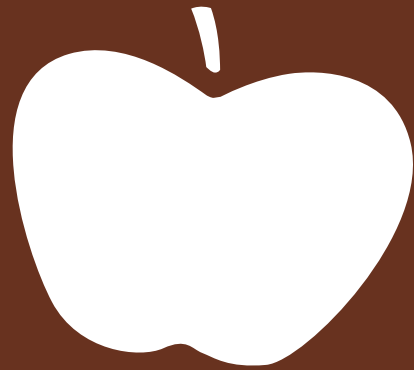
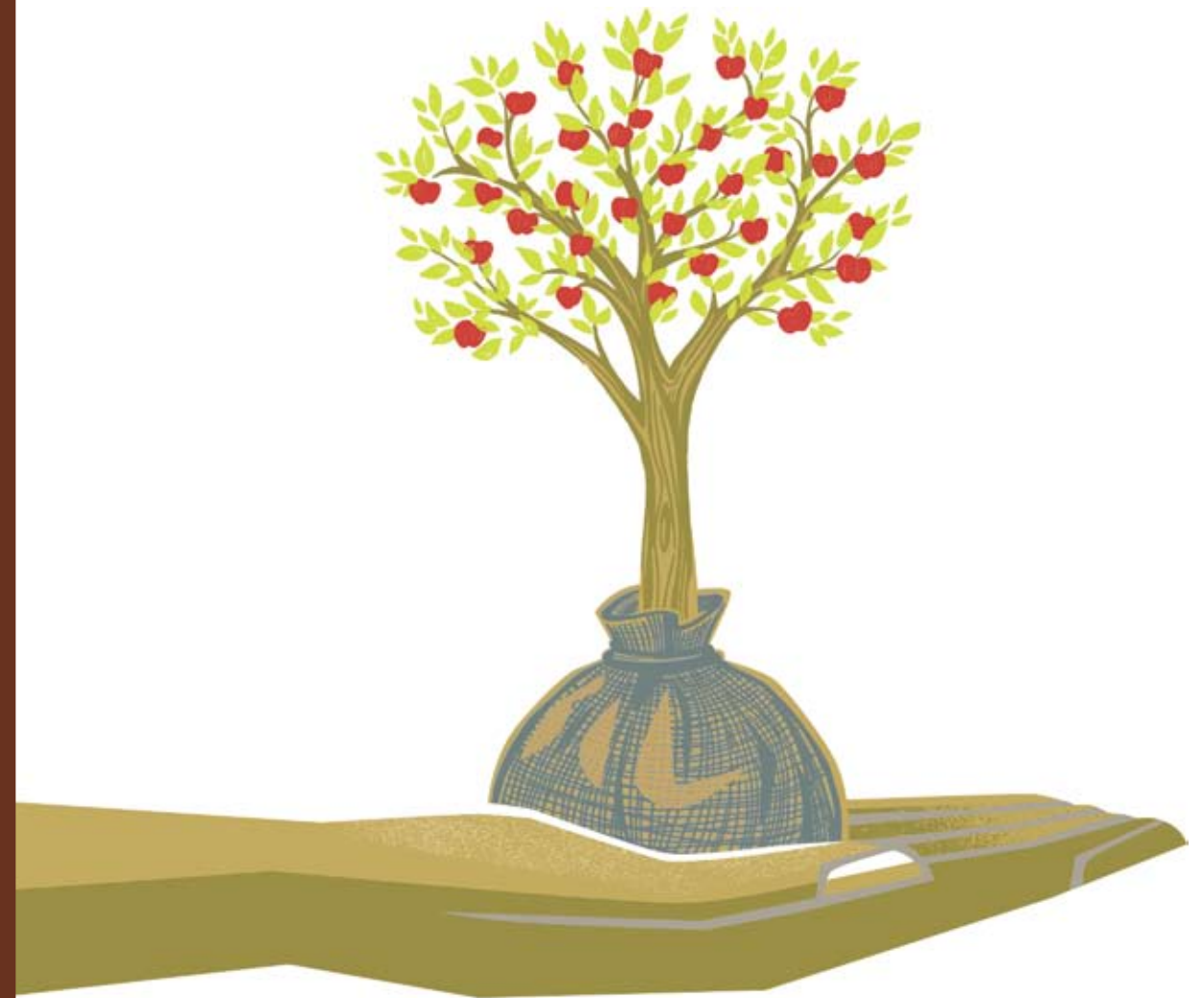


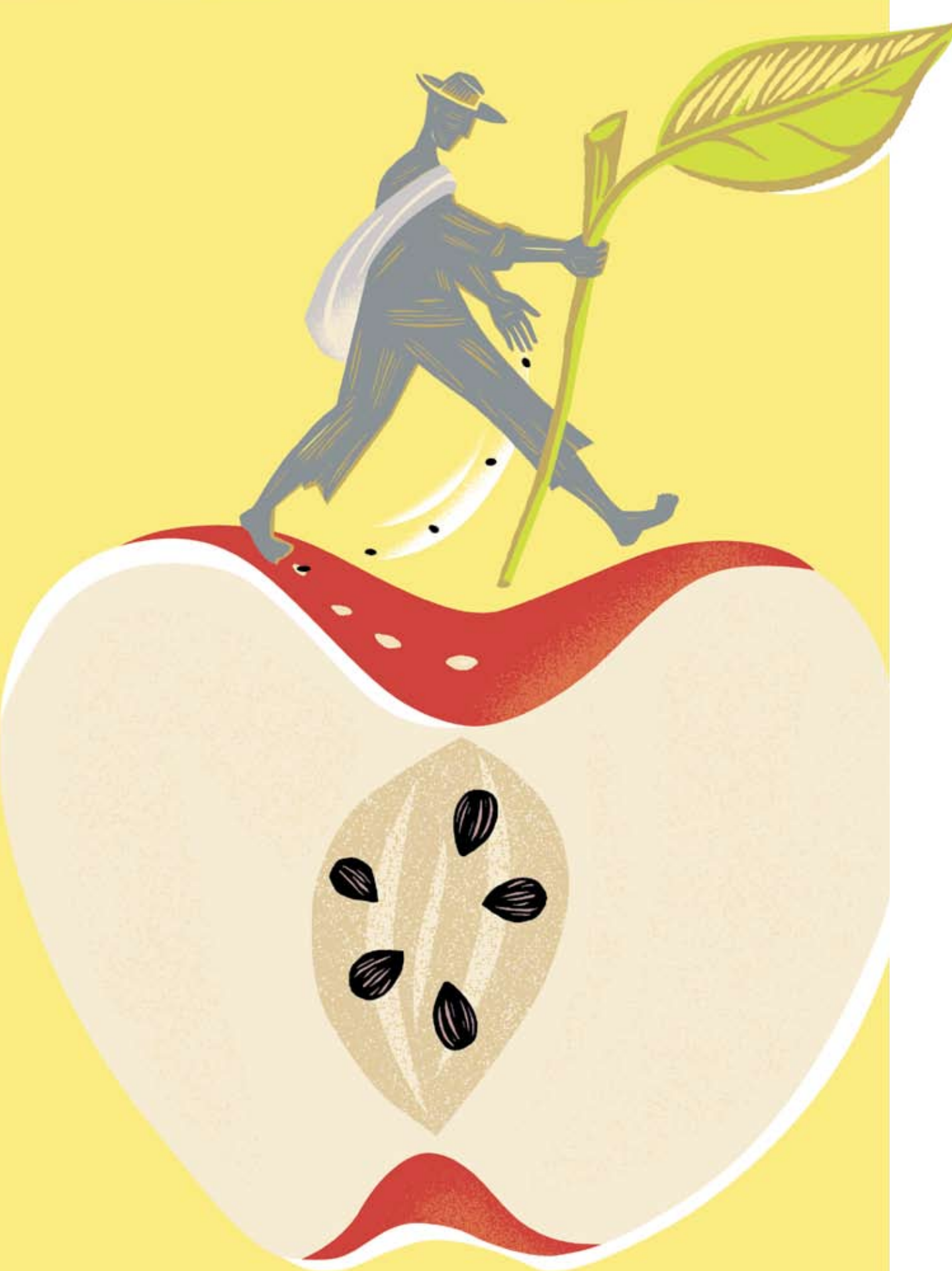
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Johnny Appleseed

"an apple for everyone..."



Go Johnny go.

There once was a man who knew the power of planting seeds.
His name was John Chapman, also known as Johnny Appleseed.
Johnny saw that pioneers on the frontier needed apples to eat.

But he didn't just haul apples out there by the wagon load,
he planted trees.

We like that kind of thinking.

Food for thought.

Johnny rowed up and down the Ohio River in a boat,
making stops to plant apple trees. Back then,
apples weren't just a snack. They were a main part of the meal.

So Johnny decided to make sure people had the nourishment
they needed. *Not just for today,*
but for tomorrow and the day after tomorrow too.

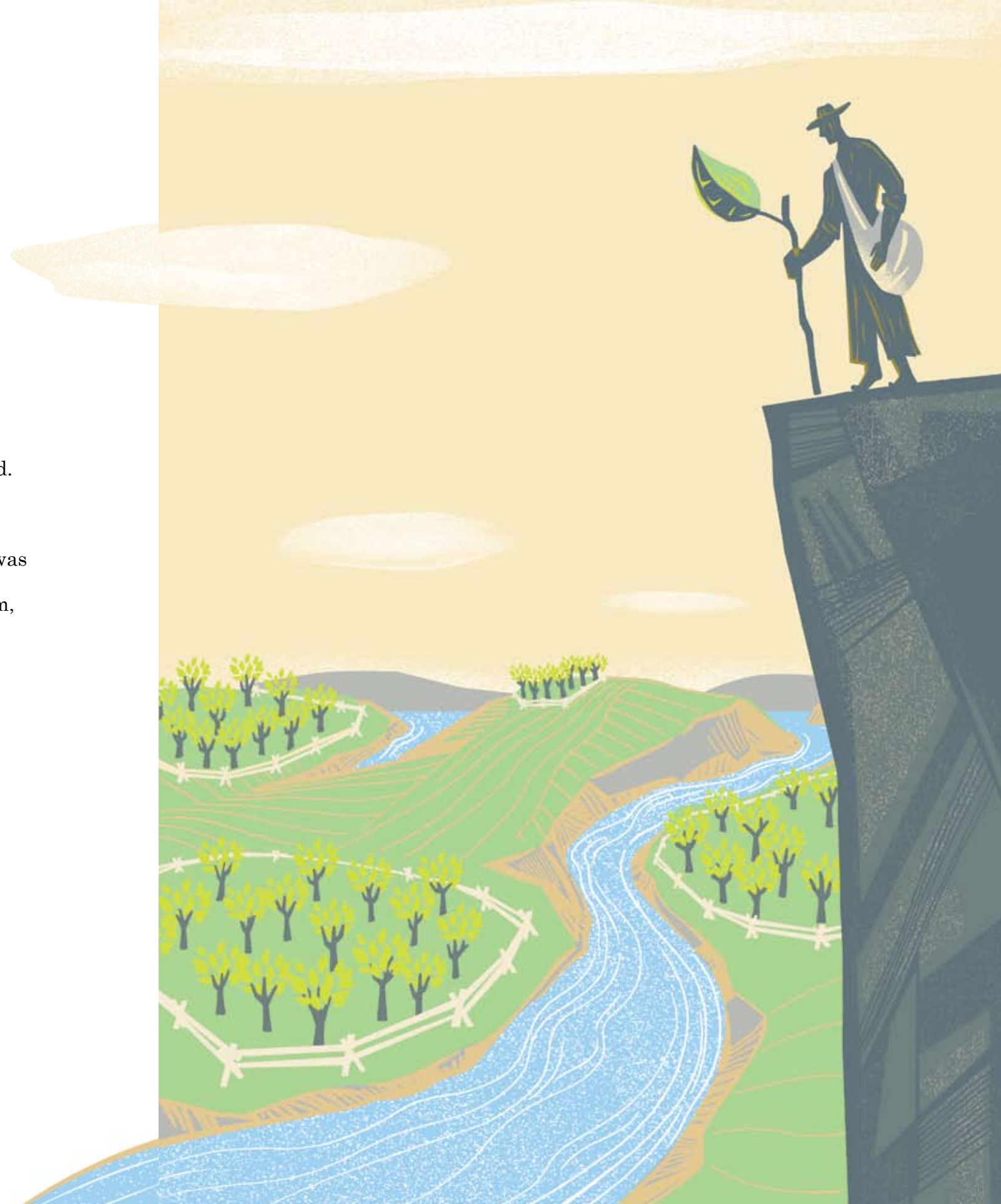


A man with a plan.

Sometimes legends don't always tell what really happened.

Johnny didn't walk around dropping apple seeds on the ground like the legend says. What really happened was that Johnny planted nurseries, with fences to protect them, and a neighbor to care for them.

Now that's what we call a sound strategy for the future.





Tomorrow is now.

Johnny's other love was books. He shared them with the frontier farmers he met, planting ideas as well as seeds.

It might seem like trees grow slowly,

but Johnny had a great sense of timing.

By continuously planting new seeds, his young seedlings were always ready when new farmers needed them.

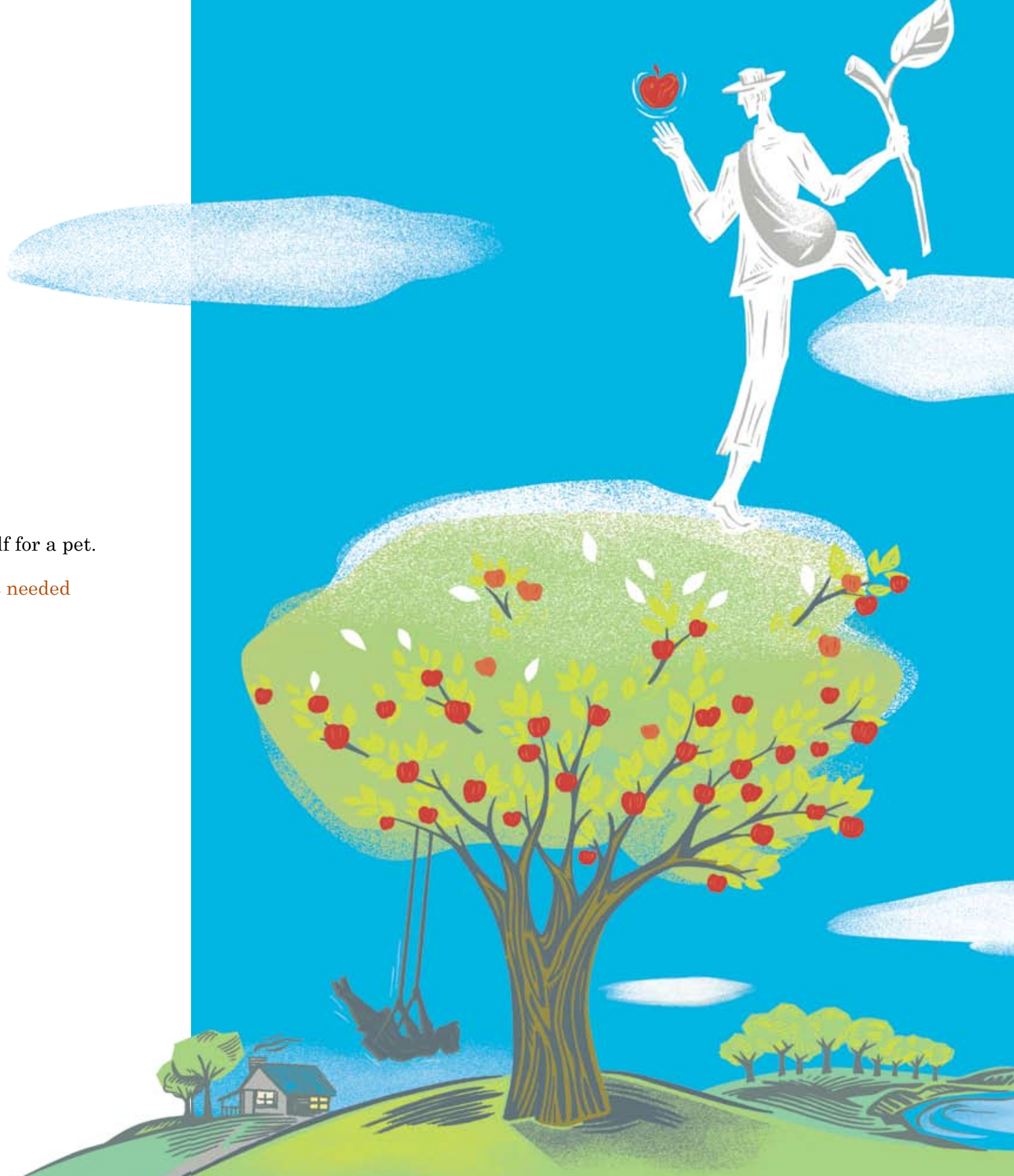
The lessons of a legend.

There are many stories about Johnny Appleseed
walking with his walking stick through Ohio.

Some say he wore a pot on his head. Some say he had a wolf for a pet.

But there is no doubt about one thing: **Johnny saw what needed
to be done for the future.**

And that's why today he is a legend.





Greeting from the Executive Director

As our retelling of the Legend of Johnny Appleseed suggests, this is an exciting time of planting seeds for the future at the Arizona K-12 Center. Since its inception, the Arizona K-12 Center has promoted professional development. Over the last two years, we have refined this mission, in order to make the Center a resource supporting all educators in the effort to enhance their practice. As part of this refinement, we have organized our offerings into four key areas: [Vision](#), [Learning](#), [Leadership](#), and [Technology](#).

Working with our Board of Directors, we have clarified our mission and goals, which are published in this report. This ensures that we have a clear and coherent vision moving forward. At the same time, we are vigorously implementing programs consistent with this vision.

We currently support 26 Master Teacher Mentors working in some of the state's neediest schools, with another 20 Master Teacher Mentors to be identified during the 2006-2007 school year. In addition, we're working in partnership with Arizona State University and the Arizona Education Association to support over 200 candidates for National Board Certification. Collectively, these teacher leaders will play a vital role in Arizona education.

The Arizona K-12 Center also offers rich learning opportunities. For Structured English Immersion, we teamed our trainers with national experts, Dr. Jana Echevarria and Dr. Deborah Short. As a result, approximately 500 teachers have been trained in this research-based model for English Language Learners. And, working with the Center for Cognitive Coachingsm, we have trained approximately 200 educators in Cognitive Coaching.

To promote technological fluency, we conduct week-long camps as well as after school learning sessions. These give educators practical applications of technology integration to engage learners.

In the classroom, it's teachers who make the difference. That's why the Center is committed to providing teachers with the tools and resources to be the best they can be.

Sincerely,

Kathleen Wiebke
Executive Director, Arizona K-12 Center



Chairman's Greeting

The Arizona K-12 Center has offered educators across the state opportunities to pursue professional development that can truly impact the quality of their teaching and improve the prospects for student success. This report spans three years and charts the tremendous changes and growth the Arizona K-12 Center has experienced. Many thanks to the members of the Board of Directors for their time and energy, to the staff of the Center for their expertise and deep commitment, and to Kathy Wiebke, our Executive Director, for her leadership and guidance.

This report reviews the work we have done and gives a glimpse into a new future – one that is dedicated to developing, implementing and brokering high quality professional development for all of Arizona's teachers.

The Arizona K-12 Center currently manages major program initiatives in partnership with the Governor's Office, the State Board of Education, and the Department of Education. We reach out to the other organizations and to the individuals on our Board of Directors in order to create sustained efforts and partnerships throughout our state. We offer quality training and facilitated learning in a variety of areas. Our programs are standards-based and driven by current research. We also support teachers in developing their own leadership skills so they can help guide their profession. We embrace the fundamental belief that the most important contribution the Arizona K-12 Center can make to education in Arizona is to help develop quality teachers for every classroom.

As we extend and grow in the coming months and years, we invite you to join us in creating this learning community. Help us plant the seeds of the future.

Sincerely,

John H. Wright III
Chairman, Arizona K-12 Center Board of Directors
President, Arizona Education Association



The Arizona K-12 Center has evolved over the last several years into an organization that provides quality professional development for educators that is focused on improving teaching and learning in our schools. As the Center expands its efforts in partnership with others, many more Arizona schools and educators will benefit.

Joann Hilde, Past President - Arizona State Board of Education

Center Overview

History

Governor Jane Dee Hull, in her 1999 State of the State address, called for the creation of an Arizona K-12 Center. The Legislature approved and funded the K-12 Center to begin in July 1999. In its first year, the Center expanded through a collaborative effort among Arizona's universities and other state and national learning institutions.

For its first five years, the Arizona K-12 Center operated primarily as a grant making entity. During this period of time success was measured by the amount of grant money taken in by the Center and re-distributed to school districts for their own professional development efforts.

The Center has now successfully transitioned to a dynamic delivery model, brokering and providing relevant quality teacher training and leadership development directly to educators across the state.

Mission

The Arizona K-12 Center will improve teaching and learning in Arizona's schools through high quality professional development and teacher leadership. This mission's success requires high quality professional development that is:

- Readily accessible in proximity and cost
- Relevant to the school and classroom environment
- Proven effective based on research, best practices, and program evaluation
- Dictated by student and teacher needs
- Based on Arizona Academic Standards for Students and Arizona Professional Teaching Standards

Goals

The Board of Directors has established three priority goals for the Center over three years. We are in Year One of this process. Moving forward, the Center will:

1. Facilitate and provide quality teacher leadership and professional development opportunities that are focused on building teacher and school capacity to improve student learning and teacher retention.
2. Provide opportunities for school districts and practitioners to engage in research and access information related to professional development that will increase the effectiveness of teaching and learning in measurable ways.
3. Coordinate and organize a statewide system of professional development and assistance to educators that utilizes our institutional partners and is based on professional standards.

Program Scope

Arizona faces a pressing need for establishing higher standards in K-12 student performance. This is driving the impulse toward re-engineering teaching practices, curricula, and overall school operations. The intention is to achieve the results necessary to make and keep Arizona schools and students competitive in an ever-changing social and professional landscape.

The Arizona K-12 Center is focused on enhancing the abilities of Arizona teachers to improve student performance. We are an organization concentrating on career development for educators and developing teacher leadership to enhance the success of our schools. In order to better meet the professional

needs of individuals, schools, and districts, we provide quality professional development and broker opportunities to learn from well known state and national trainers so that more districts and educators can participate at an affordable rate. We support any school recognized by the Arizona Department of Education, but our primary focus is on public schools and districts and public charter school organizations.

Programs

The Arizona K-12 Center offers an array of programs that empower educators to establish and maintain higher standards for their students. A broad range of skill sets are addressed. The many learning opportunities and workshops available for educators through the Arizona K-12 Center fall into four general categories:



Through these four areas, educators gain new perspectives, learn current skills and approaches, and keep abreast of recent advancements. Overviews of workshops and projects for each category are presented on the following pages.

Vision

Every school year, the world reshapes itself and its educational needs.

Educators that can address not only today's expectations, but also future social and market forces, must lead Arizona's classrooms. The Center is dedicated to exploring the needs of the 21st century classroom, developing teacher leaders, piloting new programs, and making innovative strategies and programs available to educators statewide.

Imagination, creativity and innovation are all a part of a strong vision for the future. A powerful vision drives program development and motivates

>> people. *The Arizona K-12 Center is building its programs and support for teachers and educators on just such a vision; one that looks at the future and sees the possibilities for schools and students when teachers and other educators learn together in collegial ways about things that are important and relevant to them; a future where teacher leadership is nurtured, valued and respected- and school and community leaders are born of their efforts and work; a future where the integrated use of technology is embraced as a part of student learning and the professional lives of educators.* We know students will be more successful when their teachers and the educators that support them are more successful as well.

One great example of this vision becoming a reality in the work we do is the development of teacher leaders through our partnership with Arizona State University and the Arizona Education Association to form the Arizona

"Whenever we create something new, we need to think about the systemic impact it will have on our schools, our teachers, and our student's. The Arizona K-12 Center has an ambitious plan for providing quality professional development to educators throughout the state that is well thought out, connected to the needs of our schools, and driven by a solid vision of quality teaching and learning."

Barbara Clark, Arizona Communications and Education, Motorola

Teacher Leaders Network, an affiliate of the National Board for Professional Teaching Standards. The purpose of this network is not only to recruit and support teachers pursuing National Board Certification, but also to cultivate teacher leaders to help lead our schools, now and in the future. We know that National Board Certification is a tremendous learning process for teachers, and that those that complete it improve student learning in their classrooms. These dedicated teachers, along with other accomplished teachers, can share their expertise and be leaders in their profession. We want the Arizona K-12 Center to be the home for Arizona's National Board Certified Teachers and teacher leaders across the state. They have much to offer the teaching community. We understand the important role that all teacher leaders play in leading our schools and we remain committed to creating learning environments for them to grow.

This is just one of the many ways the Arizona K-12 Center hopes to partner with other agencies and organizations. Working together we can make a significant difference in Arizona's schools. That's our vision of the future.

Learning

Good teachers are lifelong learners. The Arizona K-12 Center facilitates on-going professional development through affordable, accessible learning opportunities in response to changing conditions in the classroom.

Learning seminars are most often taught by leaders in their respective fields. They concentrate on such topics as teaching strategies and cross-discipline teaching tools. Two of the most successful seminars are Cognitive Coachingsm and Structured English Immersion (SEI) Train the Trainers.

The Structured English Immersion (SEI) endorsement is a requirement for all persons holding an Arizona teaching, supervisory or administrative certificate. To meet this requirement, the Arizona K-12 Center offers SEI train-the-trainer institutes. Over the past two years we have trained approximately 500 educators through these institutes. Participants receive the necessary training to return to their schools and districts to provide the same training to their colleagues. The curriculum includes the SIOP (Sheltered Instruction Observation Protocol) Model. Featured in the instruction are two of its authors, Dr. Jana Echevarria and Dr. Deborah Short, to aid in your mastery of this model. The curriculum also includes all six of the areas mandated in the state curricular framework:

1. ELL Proficiency Standards Objectives;
2. Data Analysis and Application Objectives;
3. Formal and Informal Assessment Objectives;
4. SEI Foundations Objectives;
5. Learning Experiences: SEI Strategies Objectives; and
6. Parent/Home/School Scaffolding Objectives

“I feel so fortunate to have been able to go to the training. Without the Arizona K-12 Center, this is something I couldn’t have participated in. This class will change the way that I teach my students, lead staff development classes, and work with others. You made this possible, and I am so appreciative for the opportunity to become a better instructor because of it!”

Amy Monroe Whitman, Arizona

Achieving the full endorsement requires 45 hours of instruction. To increase the effectiveness of learning, the Arizona K-12 Center’s institutes are divided into two to three segments. Upon completion, participants become a member of the online learning community, and are prepared to train teachers within their school and district.

In Cognitive Coaching, participants learn ways to expand and refine knowledge and skills to promote more effective teaching and learning. The focus is on strategies that enhance a teacher’s intellectual growth and strengthen instructional decision-making. During the workshop the maps and tools of Cognitive Coaching are demonstrated and practiced. Specifically, participants learn to: establish rapport, create trust, conduct planning, reflecting and problem-resolving conversations. These maps and tools develop teacher self-confidence and cognitive autonomy, while also developing a sense of community within a school.

>> In this age of “flavor of the month” professional development, the Arizona K-12 Center provides relevant, ongoing learning opportunities that help teachers and schools improve their practice and impact student achievement in positive ways.

Leadership

“A Master Teacher is an individual recognized for excellence in the classroom, including the ability to improve student achievement, the ability to mentor other teachers in achieving excellence in their classrooms, and the ability to communicate effectively with their community.”

Master Teacher Program Framework, adopted by the State Board of Education and sent to Governor Napolitano, Spring 2005

>> The Center recognizes the key role teachers can play as leaders in the school community. We’re developing programs to acknowledge, nurture and leverage that leadership for the benefit of students and schools alike.

Much of the key work of the Center for this last year has focused on the implementation and support of the Governor’s Master Teacher Program. Teachers with at least five years of experience, strong evaluations, and demonstrated student achievement and growth can apply through the Arizona K-12 Center to become Master Teachers.

The Master Teacher Program is the foundation of a statewide mentoring and induction program. This effort identifies and empowers Master Teachers to serve as mentors to new teachers and coaches to existing teachers. There are currently 26 teachers Master Teacher Mentors statewide from 12 school districts; Amphitheater, Chinle, Flagstaff, Indian Oasis, Paradise Valley, Phoenix Elementary, Salt River Pima Maricopa Indian Community, Somerton, Tuba City, Washington, and Window Rock.

“National Board Certification strengthens and reaffirms quality teaching strategies, adds credibility to the teaching profession, represents the profession’s highest standards, and has a positive impact on student learning.”

Georgia Governor Roy E Barnes, Chair of the NBPTS Board of Directors

There are four mentor academies established in a sequenced curriculum that focus on building the knowledge, skills, and understanding necessary to mentor new teachers, who will benefit greatly from their insights and experience. With the approval of their school and district, Master Teachers commit to at least half-time mentoring duties for three years. The goal is to place at least one Master Teacher in every school, beginning with those schools that are most in need.

Another component of the Master Teacher Program is support for teachers who are seeking National Board Certification in targeted content areas and high needs schools. During the last two years a combination of grant funds has been used to support nearly 120 candidates in rural and high needs schools. In the coming year funds are allocated to support National Board Candidates in the areas of math, science and special education.

The Arizona K-12 Center also holds a yearlong Leadership Institute series for teacher leaders across the state. This series is a partnership effort between the Arizona Education Association, Arizona State University, Northern Arizona University, and the University of Arizona. It supports the ongoing professional development of some of Arizona’s finest teachers, including the National Board Certified Teachers and the Master Teachers.

Technology

Technology has become essential to teaching and learning. From data assessment and lesson design to classroom communication, the Center offers workshops that help make educators technologically fluent. This enables educators to gain the use of these powerful tools with which many of their students are already familiar.

Schools today are full of modern technologies, yet teachers continue to lack necessary training due to budget shortfalls. The Center has spent these past two years refining its work with the goal of demonstrating meaningful ways technology can be integrated into the curriculum as a tool to engage all learners in a classroom. We know our students are wired into technology in every aspect of their lives. Cell phones, digital cameras, MP3 players, video games, and computer applications are eagerly embraced and are a seamless part of their everyday lives. At the Center we want to engage these learners with their technology tools and their media. As a result, in 2006 we introduced a five-week series, Technology Integration – iLife in the Classroom. Participants learn how to create standards-based multimedia lessons that combine sounds, video, and still images.

One of the Center's most successful offerings is a weeklong Technology Camp for teachers held during the summer. This affordable, centralized group of workshops instructs educators on integrating technology into the curriculum.

"We sent 20 teachers to the technology conference last year. They came back so enthused about what kids could learn through e-learning that they raised the whole district's standards."

Dr. Donna Lewis, Assistant Superintendent, Phoenix Elementary District

Camp Plug and Play: The Creative Technology Camp for Teachers was introduced in June of 2006. Participants are immersed in a 1:1 technology environment. Armed with digital and video cameras, participants visit sites and learn how to take this raw footage and turn it into a movie that can be used back in their classroom. Equally powerful are sessions on the use of handhelds in the classroom for both teacher and student productivity.

The Center continues to seek ways to help teachers who are not fully confident in their technology skills. In 2007 there will be two technology camp offerings to meet this growing need. Camp Plug and Play 1.0 will be solely for the beginner. Set in a comfortable and non-threatening learning environment teachers will learn computer basics as well as how they can use photographs and movie clips in their lessons. Camp Plug and Play 2.0 will have three strands of learning: website design where teachers learn how to build a web page, Podcasting 101, where participants learn how to make podcasts that instruct and inform, and MultiMedia, where participants will learn how to integrate moviemaking and slideshows into their lesson plans. **>> By the end of Camp Plug and Play 2.0, teachers leave with at least one completed project based on Arizona's Academic Standards that they will immediately be able to utilize in their classroom.**

Grants and Funding

Almost two thirds of the Center’s funding is grant-based, most of which include multi-year and ongoing sources from federal and state programs. These grants represent a broad range of funding sources that address aspects of the three goals laid out by the Center’s Board of Directors.

The largest of these grants is in connection to the Governor’s Master Teacher Program. Heading into the second year of the annual \$1 million appropriation, this funding will continue the Master Teacher Program developed under the Arizona Teacher Excellence Program (AZTEP) and Workforce Investment Act (WIA) Master Teacher projects.

Another major source of funding includes the National Professional Development Grant from the U.S. Department of Education, Office of English Language Acquisition. This project, in partnership with the Arizona Department of Education, generates program funding from participant training fees. Set to continue until FY 09, this income of approximately \$150,000 a year is used as cost share to support the program.

A third funding source is the Character Education grant established through the Arizona Department of Education. This is a program through which the Center awards \$1,500 Character Education grants to schools throughout the state. The Center receives \$200,000 each fiscal year to support this program. Of this amount, \$156,000 is awarded directly to the grantees/schools.

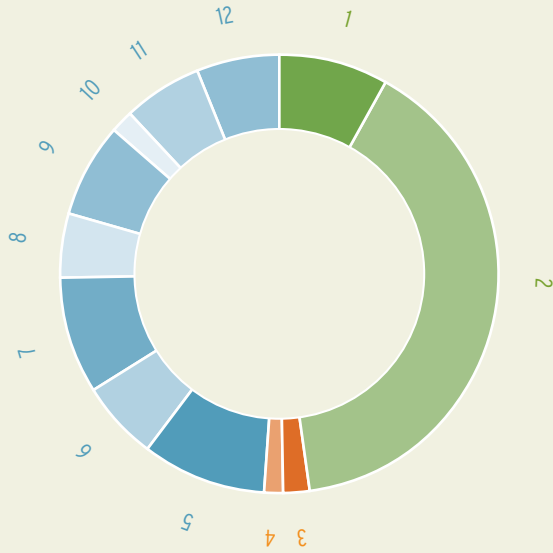
“Over the last two years I have gained so much professionally from my work with the Arizona K-12 Center. The professional development opportunities have always been quality efforts and have helped me be a better coach and mentor. Their work has helped me contribute to the profession and to teaching. “

Leah Esmont, National Board Certified Teacher, Master Teacher Mentor,
Washington Elementary School District

Professional Development Expenditures *	
SEI 15-Hour Trainings	155,816
Cognitive Coaching	86,204
Marzano Training	18,524
National Board Training	7,481
Technology Integration Workshops	11,657
Thinking Maps	51,875
Cooperative Learning Institute	137,241
Summer Leadership Institute	145,017
Technology Camp	181,169
Schools Attuned	77,475
PASS	20,000
Standards Writing Workshop	12,242
Misc Training Events/Activities	15,692
Other	1,046
Materials	42,120
Staff	36,463
2004 - 2005 Grant Agreements	771,496
Total cumulative expenditures FY 2006	\$ 1,771,518

* **Professional Development Events** During the course of the 2006 fiscal year and into the 2007 fiscal year, the Arizona K-12 Center has provided professional development opportunities specifically in areas that are requested by teachers and other educators and are standards based and relevant to their teaching. Since June of 2005 we have been providing professional development and have trained over 2000 educators throughout the state of Arizona.

Sources of Funding: Fiscal Years 2005 & 2006

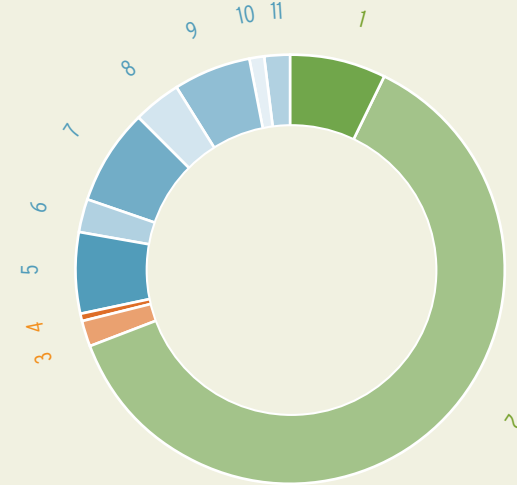


Source	FY 2005	FY 2006	Cumulative (\$)
1 Operating Budget	139,100	144,520	283,620
2 Professional Development	700,000	655,173	1,355,173
3 Indirect Cost Return	36,337	25,664	62,001
4 Professional Development Fees	-	47,168	47,168
5 Az Gov's Office (USDOE) - AzTEP	120,784	193,580	314,364
6 Az Gov's Office (USDOE) - AzTEP, Master Teacher	-	200,000	200,000
7 US Dept. of Education - SEI/ELL	149,986	145,413	295,399
8 Various School Districts - SEI/ELL	75,000	80,200	155,200
9 Az Dept. of Commerce - WIA, Master Teacher	-	237,500	237,500
10 Az Dept. of Education - Alt Secondary Path	-	61,665	61,665
11 Az Dept. of Education - Character Education	200,000	-	200,000
12 Az Dept. of Education - Character Education	-	200,000	200,000
	1,421,207	1,990,883	3,412,090

Sources of Funding The majority of the funding for the Arizona K-12 Center comes from state and federal grants and legislative appropriation. This chart shows the aggregate amounts, sources and distribution of funds by year. These funds are generally expended within the grant or fiscal period for which they were awarded according to the scope of work that defines their use.

Direct School Funding The primary function of the Arizona K-12 Center during the 2004 and 2005 fiscal years was to award grants to schools. Beginning in fiscal year 2006 the Center began providing programs directly to schools, teachers and other educators and had only two grant programs, Character Education and Teacher Induction Projects (TIP).

Expenditures: Fiscal Years 2005 & 2006



Source	FY 2005	FY 2006	Cumulative (\$)
1 Operating Budget	139,100	144,520	283,620
2 Professional Development	603,195	1,771,518	2,374,713
3 Indirect Cost Return	50,456	20,560	71,016
4 Professional Development Fees	-	19,545	19,545
5 Az Gov's Office (USDOE) - AzTEP	31,214	202,694	233,908
6 Az Gov's Office (USDOE) - AzTEP, Master Teacher	-	99,068	99,068
7 US Dept. of Education - SEI/ELL	56,094	224,079	280,173
8 Various School Districts - SEI/ELL	-	137,572	137,572
9 Az Dept. of Commerce - WIA, Master Teacher	-	223,664	223,664
10 Az Dept. of Education - Alt Secondary Path	-	41,518	41,518
11 Az Dept. of Education - Character Education	14,302	54,425	68,727
12 Az Dept. of Education - Character Education	-	-	-
	894,361	2,939,163	3,833,524

Expenditure Clarifications Expenditures exceed cumulative award amounts due to carry forward from previous fiscal year.



We support teachers in developing their own leadership skills so they can help guide their profession. We embrace the fundamental belief that the most important contribution the Arizona K-12 Center can make to education in Arizona is to help develop quality teachers for every classroom.

John Wright, President, Arizona Education Association

Future Projects

Over the next two to three years the Arizona K-12 Center is poised to become a premier organization for the design and implementation of statewide professional development for teachers and other educators. We understand that the best professional development provides learning opportunities that are connected to the real world of educators' work and the learning of their students.

During this next year the Center's business plan calls for us to:

1. Assist in the development of regional professional development centers and partnerships.
2. Expand the Master Teacher Mentor Initiative, and expand our efforts to support National Board Certification and teacher leadership development.
3. Partner in efforts to support classroom based action research and systemic efforts to provide every Arizona student access to teachers engaged in highly effective instructional practice.
4. Work with our partners to build data collection systems to assist in the review and analysis of the programs that we engage in.
5. Expand our professional development efforts in the area of technology, focusing on developing teacher skill, knowledge and application to improve instruction.

In order to meet these ambitious objectives, the Center will need to continue its current partnership efforts and actively seek additional permanent and grant resources.

Our students and teachers reflect Arizona's rich and diverse culture. The Center's work will celebrate the unique spirit of Arizona and mirror our deep commitment to the belief that all students will thrive when the quality of teaching in their classrooms is exemplary.

Board of Directors



AZ Governor's Office

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Education Policy Advisory

AZ State Board of Education

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K-12 Teachers of Arizona

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