

Arizona State Board for Charter Schools

Arizona State Board of Education

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www.asbcs.az.gov

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PROGRAM OF INSTRUCTION AMENDMENT REQUEST

(Charter Holder Name) Arizona Academy of Leadership (CTDS) 108733000

(Charter Holder Mailing Address) P.O. Box 22046

(City, State) Tucson (Zip) 85734

(Charter Representative's Name) Tonya R. Strozier

(Phone Number) 520-807-9668 (Fax Number) 520-807-9575

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

- ✦ Changes in instructional methodology, and/or delivery that affects the emphasis, program of instruction or mission as described in the charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative describing the change, the rationale for the change, and how the change will meet the ASBCS' adequate level of academic performance for student achievement.

The Arizona State Board for Charter Schools and Arizona Academy of Leadership (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM: Methods of Instruction:

1. Direct instruction-teacher utilizes anticipatory set, modeling, guided practice, independent practice, and closure during instruction
2. Small-group instruction-teacher brings small group of students together to work closely with students
3. Hands-on activities-used to engage students in learning; may be seen at learning centers and during community service projects
4. Cooperative/Collaborative learning- students work with partner or small group to assist in learning process.
5. Observation-Aides instruction as students investigate and gather information through their senses

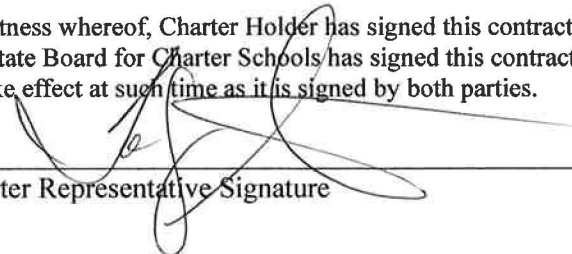
TO: Methods of Instruction:

1. Direct instruction-teacher utilizes anticipatory set, modeling, guided practice, independent practice, and closure during instruction
2. Small-group instruction-teacher brings small group of students together to work closely with students
3. Hands-on activities-used to engage students in learning; may be seen at learning centers and during community service projects
4. Cooperative/Collaborative learning- students work with partner or small group to assist in learning process.
5. Observation-Aides instruction as students investigate and gather information through their senses
6. ~~Online~~ instruction

Narrative: AAL is requesting the addition of ~~online~~ instruction to meet the instructional needs of students. Online instruction will afford AAL students with the learn with technology imbedded into instruction.

Computer-based component
computer-based

In witness whereof, Charter Holder has signed this contract amendment as of this 13th day of April, 20__, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of ____, 20__, to take effect at such time as it is signed by both parties.



Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

Arizona Academy of Leadership (AAL)

Rationale for Computerized Instruction

AAL is requesting the addition of computerized instruction to meet the instructional needs of students. Online instruction will afford AAL the opportunity to meet the needs of diverse learning styles. Technology that is now readily available has impacted instruction and learning. According to Cauley, Aiken & Whitney (2009), increasing the comfort level of students with technology will yield higher student achievement. In the middle school setting students will be given opportunities for autonomy and ownership of work through the use of technology. Students will produce work that is student-centered in nature. Various technology modes such as Internet, digital media, electronic storytelling, and computerized instruction provide students with a chance to act independently and therefore become more vested in their learning. Clayton & Ardito (2009), show that psychologically, providing choice and independence adds a level of accountability leading students to take greater ownership. AAL teachers take the role as facilitator and guide as students employ technology as a part of the learning process.

In keeping with the commitment AAL and the Arizona State Board for Charter Schools computerized instruction will be used to increase student achievement.

References

- Clayton, C., & Ardito, G. (2009). Teaching for ownership in the middle school science classroom: Towards practical inquiry in an age of accountability. *Middle Grades Research Journal*, 4(4), 53-79. Retrieved April 22, 2010 from EBSCOhost database.
- Cauley, F., Aiken, K., & Whitney, L. (2009). Technologies across our curriculum: A study of technology integration in the classroom. *Journal of Education for Business*, 85(2), 114-118. Retrieved April 22, 2010 from EBSCOhost database.

Arizona Academy of Leadership
Governing Board Meeting
5660 S. 12th Avenue
Meeting date: January 12, 2010
Minutes

Start: 1:05pm

1. Roll Call: Tonya Strozier, Kelvin Strozier, Tami Holt, Trina Simms, Tasha Morrison
2. Approve amendment to change grade levels offered: motioned by Trina second by Tasha
3. Approve amendment to change methods of instruction: motion by Kelvin, second by Tami
4. Adoption of Drug testing policy – discussion. Will consult with legal council
5. Adjournment: 1:40 pm

High School - Graduation Requirements

English 4 credits

Math 4 credits

Algebra I, Geometry, Algebra II, Advanced Math for which Algebra II is a prerequisite, Pre-Calculus

Science 3 credits

one unit from any three of the following: biology, chemistry, physics, earth science, integrated lab science (may include advanced study in one area)

Social Sciences 3 credits

One unit of American history; one additional unit from: European/world history, economics, sociology, geography, government, psychology, anthropology

Arts 1 credit

Electives:

Foreign Language 4 credits

Physical Education 1 credit

Leadership 1 credits

Information Literacy 2 credit

Global Literacy 2 credit

Media and Technology 2 credits

Capstone 1 credit

Total: 28 credits

AIMS Test Each student shall demonstrate proficiency/competency in the areas determined by the State Board of Education by achieving a passing score on established tests.

Exceptions: Graduation requirements for students receiving special education and who have IEPs will be the same as that for students receiving regular education with the following exceptions:

One-course substitution from any required academic area may be considered. The maximum

number of course substitutions allowed is four.

The alternative course that will serve as a substitution must contain comparable content material.

Consideration for course waiver will be limited to the following:

Physical Education is required with adaptations to the extent possible, but may be waived for students receiving special education who are physically, mentally, or emotionally unable to complete the requirements.

The IEP will guide the AIMS test for graduation requirements. All exceptional education students must take the AIMS test or the alternative assessment to the AIMS.

Students who are physically, mentally, or emotionally incapable of completing or benefiting from the course of study prescribed by the Arizona Board of Education and Tucson Unified School District will be provided an alternative course of study developed by the multi-disciplinary conference/individual education plan committee and will satisfy an individualized graduation plan. Such students would receive a diploma upon completion of their individualized graduation plan.

Other Requirements Four full years of attendance are required; however, a student may accelerate his/her educational program and graduate without four (4) complete years with the approval of the principal or designee. Upon completing the course of study early, the student shall be entitled to the early graduation scholarship according to A.R.S. §15-105.