Title II
Higher Education Act

SUBMIT REPORTS

University of Arizona
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Arizona

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Arizona

Address: College of Education

PO Box 210069

Tucson, AZ, 85721

Contact Name: Dr. Ann Parker

Phone: 520-621-7865

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	No

Experience in a classroom or working with children	Yes	No
Minimum number of courses/credites/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:
http://coe.arizona.edu/academics/departments/apply

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	943
Unduplicated number of males enrolled in 2008-09:	259
Unduplicated number of females enrolled in 2008-09:	684

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	178
Race	
American Indian or Alaska Native:	32
Asian:	32
Black or African American:	33
Native Hawaiian or Other Pacific Islander:	0
White:	668
Two or more races:	44

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	60
Average number of clock hours required for student teaching	630
Number of full-time equivalent faculty in supervised clinical experience during this academic year	18.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	481

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	310	339	374
Provisional Arts Education PreK-12 Music	1	0	0
Provisional Cross Categorial Special Ed K-12	15	14	20
Provisional Early Childhood	18	0	0
Provisional Early Childhood Special Ed	0	0	1
Provisional Elementary Education K-8	128	191	216
Provisional Secondary Education	136	120	121
Provisional Severely/Profoundly Disabled K-12	9	8	13

Provisional Special Education ED K-12	1	0	0
Provisional Special Ed LD K-12	2	1	5
Provisional Special Ed MR K-12	1	0	1
Provisional Visually Impaired K-12	5	3	3

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 406

2007-08: 399

2006-07: 353

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2008-09 Goal: Graduate 20 in 2009 Goal met? Yes Description of strategies used to achieve goal: At the undergraduate level, our strategies for meeting the goals were to provide mentoring and advising for students so that they would feel supported and confident in finishing the program; to actively recruit students into the program from the existing number of students in the mathematics major; and to create a website that made the information about the program accessible to all students, especially mathematics majors. At the graduate level, we work closely with the Center for Recruitment and Retention of Teachers in the University of Arizona math department. Not only do they recommend students to the programs, they also provide follow-up support to math/science teachers in their first years of teaching. We are also beginning to work more closely with Troops to Teachers and Institute for the Recruitment of Teachers. We have also been awarded participation in the Woodrow Wilson-Rockefeller Brothers Fund Fellowship, which will enhance our efforts to recruit minority students in math and science. Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

		Our lessons learned include understanding that students who choose to enter the undergraduate program need a lot of support, encouragement, and nurturing because they are doing coursework for a Bachelor's degree in mathematics and, therefore, find the content in the upper-level mathematics courses challenging and are sometimes too discouraged to continue in the program. Lessons learned from the graduate program are that we will need to develop more targeted recruitment strategies and we will need to find more funding for prospective mathematics teachers who are interested in a second career in teaching. We are also introducing a minor in education that will encourage more content area majors to begin the graduate level certification program.
	Science	**Academic year:** 2008-09 **Goal:** Graduate 20 in 2009 **Goal met?** Yes **Description of strategies used to achieve goal:** At the undergraduate level, we are hiring a full-time science educator who will also help with recruiting and supporting prospective science teachers. In an ongoing effort to recruit and retain more math and science applicants at the graduate level, we are working with the Institute for the Recruitment of Teachers and Troops to Teachers. We are active in professional organizations that often assist us in recruiting. We will also be participating in the Woodrow Wilson-Rockefeller Brothers Fund Fellowship, which will enhance our efforts to recruit minority students in science. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** One of the strategies we are exploring to increase the number of science teachers we produce is to create an exploratory course that will involve science majors in tutoring students or presenting lessons to middle-school students. We are also introducing a minor in education that will encourage more content area majors to begin the graduate level certification program.
	Special education	**Academic year:** 2008-09 **Goal:** Increase graduates **Goal met?** Yes **Description of strategies used to achieve goal:** We engage in ongoing recruitment through the following methods: a program brochure for public distribution, a program specific (College of Education) website that is updated each semester, a printed program Fact Sheet, and other program print materials for school- and district-based recruitment. In addition, the course titled Introduction to Special Education serves as both an entry and recruitment vehicle. We participate in College-wide recruitment activities through the Student Services Office's recruitment activities, the Freshman Success classes, and student orientation sessions. We also share information about the program when program faculty members visit schools for practicum and internship site visits. At the graduate level we added a webpage with comprehensive information on the Cross-Categorical Special Education master's program to the UA College of Education website. Second, we have updated our website to simplify the application process. Third, we have opened our program courses to students who are non-declared graduate students and students seeking a minor in special education; some of these students have elected to pursue the Cross-Cat Special Education master's degree. Fourth, "word of mouth" from students receiving graduate degrees and teaching in the field has prompted students to contact our admissions personnel.

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal: At the undergraduate level we recruit relentlessly. We take every opportunity to promote the program and publicize outcomes and results, and we stay in touch with graduates We ask them to assist in promoting the program after they leave. We also systematically collect feedback throughout the program from participants to refine the program as implementation occurs. At the graduate level we found that revising our website material and application process have been instrumental in increasing enrollment. We also see the need to continue promoting the program through printed material that will be made available to schools throughout Southern Arizona.
Instruction of limited English proficient students	Academic year: 2008-09 Goal: Prepare students Goal met? Yes Description of strategies used to achieve goal: Structured English Immersion courses are required in all of the programs leading to teacher certification. One important feature of the second SEI course is that it is taught in conjunction with student teaching and, therefore, students have an opportunity to put what they are learning into practice in the field. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: There must be alternatives to the campus-based courses because not all programs are able to embed the second course within the student teaching experience. Also, the COE faculty member who has organized the courses must train everyone who teaches a section of the course. To date, 54 people have been trained.
Other	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional

decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
No

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
No

Describe your institution's most successful strategies in meeting the assurances listed above:

Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

In 1999 the University of Arizona College of Education formed the Professional Preparation Board (PPB) in order to encourage ongoing communication among all of the programs on campus that prepared teachers, administrators, or special service providers. Ron Marx, Dean of the College, and Carolyn Dumler, Associate Superintendent for Marana Unified School District, serve as co-chairs of the Board. Administrators from all of the districts in the Greater Tucson Area sit on the Board, as well as members from the Arizona Department of Education, the Arizona K-12 Center, and the Arizona Education Association. The PPB is actively involved in providing ongoing guidance concerning field placements, curriculum design, and student teacher evaluation. Board members are also active at the state level and serve on numerous committees that are working toward continuous improvement of P-20 education. They are also active nationally as they share both their research on education and the promising practices that can be found in Arizona schools and communities.

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

In addition to the continuous input from the Professional Preparation Board, discussed in an earlier assurance, the University of Arizona's elementary and early childhood programs reimburse districts for five experienced teachers who are reassigned to the College of Education for up to three years. These clinical instructors teach classes and supervise early students in their field coursework and also in their student teaching. The instructors actively participate in ongoing curriculum redesign and in the continuous improvement of the systems for evaluating the university students and the program. The directors of Teach Arizona, all of the Teach Arizona methods instructors, and the student teaching supervisors are clinical/adjunct instructors with years of practical experience as middle and high school teachers. Teach Arizona students participate in the statewide Teacher Preparation Research and Evaluation Project (T-Prep) survey. All programs also participate in a survey of graduates from all three of the public universities in Arizona that prepare teachers. The data from these surveys enable us to continuously improve the programs.

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Prior to admission, Cross-Categorical Special Education students complete two semesters of freshman English composition courses, which prepare them for two semesters (approximately six credit hours) of professional coursework with an emphasis on writing. They also complete three science and three social science courses. Students who are admitted to the Cross-Categorical program complete a general education mathematics course and then complete two, sequential courses on

Understanding Elementary Mathematics. Classroom Processes and Procedures provides an overview of teaching across content areas and includes a 45-hour practicum. The five-course methods block that all students take is taught in classrooms off campus. The prospective teachers work with special-needs students, as well as other students while taking the following methods courses: Language Arts and Communication, Reading and Decoding, Science and Health, Math and Technology, and Social Sciences and Multiculturalism.

General education teachers receive training in providing instruction to children with disabilities.

In the initial foundation courses, Classroom Processes and Instruction and Child Development, undergraduate elementary education and early childhood education students learn about diversity among student populations, including children with disabilities. Later in the program these students take Inclusive Education for Elementary Students with Diverse Abilities or Inclusive Early Education for Children with Diverse Abilities. Undergraduate fine arts, mathematics, and science students take Education for Secondary Students with Diverse Abilities. Graduate students in the Teach Arizona master's level secondary education program take Introduction to Special Learning Needs in the General Education Secondary Classroom. All students have experience working with students with special needs during early field methods or student teaching.

General education teachers receive training in providing instruction to limited English proficient students.

In Fall 2005, the College of Education began implementing the State Board of Education's mandate for a Structured English Immersion endorsement. The endorsement required all individuals seeking to obtain or retain teaching certification in the state to complete at least 15 hours of SEI training by August 31, 2006. To meet this requirement, the College of Education made Structured English Immersion a requirement of the graduate and undergraduate education curriculum. In the Fall of 2009, the College was required to provide six credit hours of SEI training and, therefore, added a second SEI course to both the undergraduate and graduate teacher education curriculum. In addition to terminology, language acquisition theory, and legal issues, the SEI training includes using ELL Proficiency Standards to plan, deliver, and evaluate instruction. This includes practical experience with presenting, discussing, and evaluating lesson plans incorporating SEI strategies. The multiple sections of SEI required that COE staff train and supervise qualified individuals (graduate student teaching assistants, adjunct assistant professors or tenure-track professors who taught both face-to-face and on-line sections of the courses) to teach them.

Describe your institution's most successful strategies in meeting the assurances listed above

Our strategies rely on cross-program, cross-institutional structures that promote ongoing communication and use data that provide feedback from students, faculty, staff members, teachers, and administrators to identify program strengths and areas in which we need to improve. For example, the methods instructors in Teach Arizona, the graduate-level secondary program, work together to coordinate the curriculum in the methods courses. Program evaluation data are collected from students, cooperating teachers and school administrators twice during the year-long program to ensure that our students are well prepared both in terms of the program curriculum and the field internship experience. In addition, each year our graduates complete the T-Prep survey. These data form one base for discussing program strengths and weaknesses. Also, program coordinators meet regularly to discuss program changes, to share ideas for program improvement, and to reflect on the evaluations from stakeholders. Program coordinators participate in the Professional Preparation Board meetings, as well as at national meetings. We discuss national reports on teacher education and our own internal reports in order to improve. Indeed, completing this Title II report will result in discussion about what we are and are not yet doing well.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
13 -Art Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		

13 -Art Evaluation Systems group of Pearson All program completers, 2007-08	17			16	94	
7 -Biology Evaluation Systems group of Pearson All program completers, 2008-09	11			11	100	
7 -Biology Evaluation Systems group of Pearson All program completers, 2007-08	12			12	100	
8 -Chemistry Evaluation Systems group of Pearson All program completers, 2008-09	3					
8 -Chemistry Evaluation Systems group of Pearson All program completers, 2007-08	2					
36 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2008-09	20			20	100	
1 -Elementary Education Evaluation Systems group of Pearson All program completers, 2008-09	142			132	93	
1 -Elementary Education Evaluation Systems group of Pearson All program completers, 2007-08	195			189	97	
2 -English Evaluation Systems group of Pearson All program completers, 2008-09	19			19	100	
2 -English Evaluation Systems group of Pearson All program completers, 2007-08	18			18	100	
16 -French Evaluation Systems group of Pearson All program completers, 2008-09	1					
16 -French Evaluation Systems group of Pearson All program completers, 2007-08	1					
4 -Geography Evaluation Systems group of Pearson All program completers, 2007-08	1					
18 -Health Evaluation Systems group of Pearson All program completers, 2007-08	4					
5 -History Evaluation Systems group of Pearson All program completers, 2008-09	11			10	91	

5 -History Evaluation Systems group of Pearson All program completers, 2007-08	9					
10 -Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	23		23	100		
10 -Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	14		14	100		
14 -Music Evaluation Systems group of Pearson All program completers, 2008-09	12		12	100		
14 -Music Evaluation Systems group of Pearson All program completers, 2007-08	12		12	100		
9 -Physics Evaluation Systems group of Pearson All program completers, 2008-09	1					
9 -Physics Evaluation Systems group of Pearson All program completers, 2007-08	2					
6 -Political Science/American Government Evaluation Systems group of Pearson All program completers, 2008-09	4					
6 -Political Science/American Government Evaluation Systems group of Pearson All program completers, 2007-08	3					
93 -Professional Knowledge - Early Childhood Evaluation Systems group of Pearson All program completers, 2008-09	20		18	90		
91 -Professional Knowledge - Elementary Evaluation Systems group of Pearson All program completers, 2008-09	173		169	98		
91 -Professional Knowledge - Elementary Evaluation Systems group of Pearson All program completers, 2007-08	223		220	99		
92 -Professional Knowledge - Secondary Evaluation Systems group of Pearson All program completers, 2008-09	127		122	96		
92 -Professional Knowledge - Secondary Evaluation Systems group of Pearson All program completers, 2007-08	127		122	96		
3 -Social Studies Evaluation Systems group of Pearson All program completers, 2008-09	6					

3 -Social Studies Evaluation Systems group of Pearson All program completers, 2007-08	2					
15 -Spanish Evaluation Systems group of Pearson All program completers, 2008-09	10		10	100		
15 -Spanish Evaluation Systems group of Pearson All program completers, 2007-08	7					
22 -Special Education: Cross-Category Evaluation Systems group of Pearson All program completers, 2008-09	13		12	92		
22 -Special Education: Cross-Category Evaluation Systems group of Pearson All program completers, 2007-08	15		15	100		
24 -Special Education: Emotional Disability Evaluation Systems group of Pearson All program completers, 2008-09	1					
26 -Special Education: Hearing Impaired Evaluation Systems group of Pearson All program completers, 2007-08	4					
27 -Special Education: Learning Disability Evaluation Systems group of Pearson All program completers, 2008-09	1					
30 -Special Education: Severely and Profoundly Disabled Evaluation Systems group of Pearson All program completers, 2008-09	12		12	100		
30 -Special Education: Severely and Profoundly Disabled Evaluation Systems group of Pearson All program completers, 2007-08	8					
32 -Special Education: Visually Impaired Evaluation Systems group of Pearson All program completers, 2008-09	5					
32 -Special Education: Visually Impaired Evaluation Systems group of Pearson All program completers, 2007-08	3					

Section III. Summary Rates

Academic Year	Number taking one or more required	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)

	tests			
All program completers, 2008-09	346	323	93	
All program completers, 2007-08	352	337	96	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes

- use technology effectively to collect data to improve teaching and learning
  No

- use technology effectively to manage data to improve teaching and learning
  No

- use technology effectively to analyze data to improve teaching and learning
  No

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Our programs, in general, do not do as good a job as we would like for them to do in using technology. This is, in part, because of recurring budget cuts and, in part, because we are beginning a strategic planning process that will enable us to think more carefully about how to use technology more effectively.

Integration into curriculum and instruction

Student in current courses are introduced to a variety of technologies that can be used to design, implement, and reflect on instruction. Faculty members model a variety of technologies in their courses. This includes streaming videos, wikis, SmartBoards, Power Point, and websites that provide information about content, current events, and lesson plans. When appropriate, content specific technologies are used during coursework so that students have practice prior to implementation in K-12 classrooms. Many instructors expect students to use the University of Arizona's Desire-To-Learn (D2L) system in most of their classes and to use instructional technologies when giving presentations. In many classes

students are encouraged to use laptops, netbooks, PDAs, LightScribe Pens, or other devices that help them with learning the required information and skills. For their practicum experiences, many students (especially those in special education programs) are placed in special education classrooms that have extensive instructional, as well as assistive, technologies available. Special education students are introduced to a wide range of assistive technologies, from low-tech devices to complicated, computer-based systems such as the Kurzweil 3000 and speech-to-text programs. Students also become familiar with the extensive assistive technology assessment system developed by the Wisconsin Assistive Technology Initiative (WATI). Finally, we supervisors and student teachers use video recordings of lessons as one way of promoting reflection on and improvement of teaching.

Students then create electronic portfolios (either in the form of a DVD or website) that demonstrate their abilities to meet Arizona Teaching Standards. Coursework also covers issues of access and equity related to technology and ethics and accuracy in analyzing website content. During methods courses and student teaching, we require students to use technology appropriately in sample lessons and in lessons they actually design and teach. At the same time, we realize that we need a more systematic approach—one that pervades all of our programs. This is addressed in more detail below.

Use of technology to collect, manage, and analyze data to improve teaching and learning

We model and we teach about formative assessments, but we do not ground this in technology as a basis for doing this, per se. Our students all have experience with spreadsheets and with various grade-keeping software. Some have experience with using digital recorders for documenting students' activities. In some of our programs, students are required to conduct classroom inquiry projects and use technology to manage and analyze data regarding student learning and improvement. Some of these inquiry projects have focused specifically on the impact of technology (i.e., course websites, laptop-based instruction, assistive technologies, classroom "clickers") on their own teaching and on student learning. But, again, this is an area in which we need to improve.

Planned activities and timeline

This report will be instrumental in moving our programs forward by using technology more effectively—in teaching and in collecting and analyzing data on student performance. Toward improving our program, we are currently developing a conceptual framework for the program that will adopt the 21st Century Skills framework. After the framework is in place we will begin a series of working sessions in which we will share our goals for technology use and begin a plan for achieving those goals. We should be able to report on our plan in next year's Title II report. When a plan is in place, we will begin to seek funding for incremental reform and, at the same time, begin capacity building by providing faculty with workshops for more effective technology integration. We will work with the following groups as we move forward: Professional Preparation Board; University of Arizona Office of Instruction and Assessment; and the Arizona K-12 Center. We are also exploring a partnership with the Corporation for Public Broadcasting and Arizona Public Media that will enable us to take advantage of their archives and their production capabilities.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline

if any of the three elements listed above are not currently in place.

General education teachers receive training in providing instruction to children with disabilities.

In the initial foundation courses, Classroom Processes and Instruction and Child Development, undergraduate elementary education and early childhood education students learn about diversity among student populations, including children with disabilities. Later in the program these students take Inclusive Education for Elementary Students with Diverse Abilities or Inclusive Early Education for Children with Diverse Abilities. Undergraduate fine arts, mathematics, and science students take Education for Secondary Students with Diverse Abilities. Graduate students in the Teach Arizona master's level secondary education program take Introduction to Special Learning Needs in the General Education Secondary Classroom. All students have experience working with students with special needs during early field methods or student teaching.

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The Cross Categorical K-12 program is a high-quality, pre-service experience with course work in special education and elementary education, with an emphasis on mild/moderate disabilities in the areas of learning disabilities, mental retardation, and emotional/behavioral disorders. The program provides a focus on current research-based best practices and curriculum content for the instruction of students with special learning and behavioral needs.

The Cross Categorical K-12 Special Education program is organized around a cohort model. Students enter as a cohort and process through the coursework and practica/internship experiences as a group. Small cohort sizes allow students to develop close working/mentoring relationships with each other and with the program faculty. This model of admission and program operations provides maximum support to students within each cohort and facilitates the building of preprofessional linkages and networks. These networks provide lateral support and assistance to students throughout the program as well as post graduation and during the first year/induction period for new teachers.

The Observation and Participation practicum (SERP 475) courses are linked with specific content courses, providing students with real-life experiences in which to observe and interact with students with disabilities in public school settings. Students are visited during the SERP 475 practica by a University supervisor and meet regularly for seminars to discuss their experiences and theme-based topics (e.g., technology for students with disabilities, etc.). Students also participate in field trips to community based agencies as well as model demonstration classroom sites.

The Student Teaching/Internship experience (SERP 493) is an intensive period of 15 weeks, full-day placement in an approved special education setting. Students are encouraged to participate in the selection of their internship site and their Cooperating Teacher. Pre-selection interviews and meetings are held to ensure the best match for each student teacher-cooperating teacher pair. Student teachers receive biweekly visits/observations from a University supervisor, as well as regularly scheduled seminars to discuss their experiences. Students also complete a standards-based, professional teaching portfolio, documenting their mastery of teaching competences and standards across the 15-week internship period.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

We are attaching the latest Teacher Preparation Research and Evaluation Project (T-Prep) survey results. This is an example of hone source of data we use to continuously improve our programs.

Supporting Files

· Teacher Preparation Research and Evaluation Project (T-Prep) survey results

<div align="right">
University of Arizona

Traditional Program

2008-09
</div>

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Contact Us - Glossary - Log out
</div>

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)