AZ **University of Arizona**
Alternative, IHE-based Report AY 2019-20
Arizona

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

104179

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

College of Education

PO Box 210069

CITY

Tucson

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85721

SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

1

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
- ● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	Yes	No	Yes	No
Fingerprint check	Yes	No	Yes	No
Background check	Yes	No	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No	Yes	No
Minimum GPA	Yes	No	Yes	No
Minimum GPA in content area coursework	Yes	No	Yes	No
Minimum GPA in professional education coursework	Yes	No	Yes	No
Minimum ACT score	Yes	No	Yes	No
Minimum SAT score	Yes	No	Yes	No
Minimum basic skills test score	Yes	No	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No	Yes	No
Recommendation(s)	Yes	No	Yes	No
Essay or personal statement	Yes	No	Yes	No

Element	Admission		Completion	
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[   ]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[   ]

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● **Yes**
○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	○ Yes	● No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	○ Yes	● No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	● Yes	○ No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	
Number of clock hours required for student teaching	

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

Are there programs in which candidates are the teacher of record?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	0

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [Optional tool](#) for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	1
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	51
Number of students in supervised clinical experience during this academic year	51

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

In the Alternative Path program, teaching interns teach full time as teachers of record in classrooms while taking classes toward their degree. Each teaching intern receives ongoing coaching during the first year from a full-time coach/clinical instructor who observes the teaching intern actively teaching, provides guidance and coaching, and assists the teaching intern in self-reflection to improve teaching competence and confidence in the classroom. During the second year, teaching interns receive mentor support from adjunct faculty mentors and school-based supervising practitioners (in lieu of cooperating teachers). The supervising practitioners are assigned by school administrators. Teaching interns are evaluated by supervising practitioners and administrators in the schools in which they teach. In addition, teaching interns attend monthly, full-day teacher education seminars in which they integrate coursework, study best practices in teaching, and collaborate with instructors, coaches, and peers to grow in their teaching practice. For teaching interns, teaching for a minimum of one full school year on an Alternative Teaching Certificate meets the Arizona Department of Education's student teaching requirement.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	51
Subset of Program Completers	9

Gender	Total Enrolled	Subset of Program Completers
Male	23	1
Female	28	8
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3	1
Hispanic/Latino of any race	17	3
Native Hawaiian or Other Pacific Islander	1	0
White	28	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	2	2

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

> **THIS PAGE INCLUDES:**
>
> >> Teachers Prepared by Subject Area
>
> >> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2019-20**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

> What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	17
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	11
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	11
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ⦿ Yes
- ◯ No

☐ **No teachers prepared in academic year 2019-20**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Teacher Education - Secondary Education	51
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   ● Yes
   ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   ● Yes
   ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   ○ Yes
   ○ No
   ● Program does not prepare special education teachers

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   ● Yes
   ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   ● Yes
   ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   ● Yes
   ○ No

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

   Responding to Needs of Local Educational Agencies: The majority of Alt Path teaching interns teach and participate in the M.Ed. Program in the southern Arizona communities in which they live which include the rural border communities of Nogales and Douglas; Sierra Vista, which is a small city in a rural county; and Pima County, near Tucson, Arizona which is a large urban area. The border communities in particular are areas of high teacher need but there are high need communities throughout the three main counties served by the program. The Alt Path Program's strong commitment to a "Grow your Own" outreach effort enables program graduates to remain in the area as teachers who wish to support their communities. This connection to community improves teacher retention, teaching quality, and school to community outreach. The Alt Path Program responds to identified needs of school districts located in the borderlands of southern Arizona through ongoing, long-established partnerships. A Program Recruiter, along with two Clinical Practice Coordinators, facilitate the placement and hiring processes for teaching interns in the Alt Path Program, which helps school districts fill teaching vacancies, particularly in the areas of math and science. Program faculty and staff attend monthly county superintendent meetings during which

there are often informal and formal discussions of ways in which the Program can respond to needs of school districts in southern Arizona. Active participation in a Professional Preparation Board has enhanced partnerships with school districts through discussions on facilitating smooth transitions into teaching for teaching interns. The M.Ed. Program is adaptive. By listening to faculty and teaching intern experiences, analyzing data in the classrooms in which teaching interns teach, and researching best teaching practices for the teaching interns' students, the program has developed a conceptual framework that embodies guiding principles for effective teaching and learning. These include: equity literacy, asset-based pedagogy, constructivism, developed partnerships, context-specific preparation, and action research. In the program, subject-specific courses are taught both online and face to face through monthly teaching education seminars (TES). By embedding content into the TES sessions, the teaching interns, as full time teachers of record, collaborate with faculty, program supervisors, and one another on their experiences and ways to reach all students so all will learn. Preparation Linked with the Needs of School and New Teacher Decisions: The Alt Path Program focuses on day to day application of effective teaching practices since teaching interns are actively teaching full time and need applicable, research-based teaching practices to use in the classroom right away; the program blends theory to practice from the onset. Teaching interns experience the needs of schools and the instructional decisions new teachers face right away as they actively participate in the process of teaching. They understand the classroom environment and the needs of students first hand. They plan lessons, teach students using a variety of methodologies and differentiated instruction, assess student progress, and meet the required InTASC standards. Even more, they put equity literacy into practice as a process for recognizing and responding to inequity in classrooms and schools in ways that enable them to create classroom environments that enrich teaching and learning. Special Education Teachers are Prepared in Core Subjects: Not applicable; this is a Distance campus program. Special education teachers are prepared through the University of Arizona College of Education at the Main campus. Prospective General Education Teachers are Prepared to Instruct Students with Disabilities: Teaching interns are prepared to teach students with identified disabilities. They take a semester long course focused on the population of special needs students. The best practice teaching strategies are put to use immediately in their classrooms. Teaching interns learn how to differentiate instruction and provide accommodations to support students with special needs. Prospective General Education Teachers are Prepared to Provide Instruction to Limited English Proficient Students: Teaching interns are prepared to provide instruction to limited English proficient students. All teaching interns take one, three-credit course in language acquisition theory and methods of teaching English language learners. They develop lesson plans that incorporate best practices for teaching English language learners and implement them immediately in their classrooms. Since language is inextricably linked to culture, the course is taught in the context of equity literacy and asset-based pedagogy that are fundamental elements in the program. Prospective General Education Teachers are Prepared to Provide Instruction to Students from Low-Income Families: Prospective general education teachers are prepared to provide instruction to students from low-income families. Many of the schools in which teaching interns teach are in high poverty areas and have a high number of students who qualify for the federal free or reduced lunch program. The program's context-specific focus on preparing teachers for the borderlands of Arizona involves developing in teaching interns an appreciation for their students' and their own racial/ethnic backgrounds and socioeconomic status. The program foundations include equity literacy, asset-based pedagogies, teacher mindset, self-reflection, and ongoing professional and personal development. Prospective Teachers are Prepared to Teach in Urban and Rural Schools: Teaching interns are prepared to effectively teach in urban and rural schools. They are teaching full time in urban and rural schools while they attend classes in the Program. The monthly teaching seminars (TES) provide instruction, discussion, and feedback to teaching interns regarding their experiences with their students and in their schools. The cohort of teaching interns develop close relationships with caring coaches and with each other, providing a network of support in addressing the challenges and rewards found in teaching in urban and rural schools. Courses in classroom management, methods and models of teaching, participant research, and their internships focus on the experiences of the full-time teacher in the classroom.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The goal was to prepare a minimum of 6 math teachers at the secondary level.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

The M.Ed. in Secondary Education Alternative Path Program met its goal by enrolling 17 teachers in math in 2019-2020. For recruitment of math teachers, the Program faculty and staff worked with partner school administrators to identify and recruit potential math teachers. Recruitment efforts were directed at underserved, marginal populations and STEM environments and developed through fostered community connections. These collaborations included serving on the advisory council for the University of Arizona Center for the Recruitment and Retention of Math teachers and serving on the National Science Foundation (NSF) funded Rural Activation and Innovation Network (RAIN) leadership team. To promote the Alternative Pathway Program, with an emphasis on recruiting math teachers, there was participation in career fairs throughout the year. A key aspect of promotion involved supporting program alumni who are growing into master teachers. They are teacher leaders in their communities. Program alumni supported teaching interns who were teaching math and encouraged others to enroll in the Program. During the year, professional development opportunities in STEM were provided to teaching interns that included the topics: Mathematical Concepts of Probabilistic Games for Diverse Cultures, Coding and Geometric Art, Developing Model-Based Inquiry Units to More Fully Integrate Three-Dimensional Instruction into Classrooms, Moebius Strips and other Math Paper Crafts, Pendulums, Math Concepts in Probabilistic Games, Reflections on Symmetry, Farey Fractions and Irrational Numbers, and Math to Art. The professional development programs were funded through an Arizona Public Services (APS) Foundation grant.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The work of the M.Ed. Alternative Path Program continues to addresses the critical shortage of STEM secondary educators in regional high-need schools and to make advances through context-specific teacher education content, supporting critical human resources in border schools. The mission is to recruit, train and retain culturally competent STEM teachers. The investment in the professional learning community demonstrates that the support of the program extends beyond the teaching intern experience to reach students in classrooms throughout the border region.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to prepare a minimum of 8 math teachers at the secondary level.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal is to prepare a minimum of 8 math teachers at the secondary level.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The goal was to prepare a minimum of 6 science teachers at the secondary level.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

The Alternative Path Program met the goal by enrolling eleven new science teachers in 2019-2020. For recruitment of science teachers, the Program faculty and staff worked with partner school administrators to identify and recruit potential science teachers. Recruitment efforts were directed at underserved, marginal populations and STEM environments and developed through fostered community connections, including serving on the National Science Foundation (NSF) funded Rural Activation and Innovation Network (RAIN) leadership team. To promote the Alternative Path Program, with an emphasis on recruiting science teachers, there was participation in career fairs throughout the year. A key aspect of promotion involved supporting program alumni who are growing into master teachers. They are teacher leaders in their communities. Program alumni supported teaching interns who were teaching science and encouraged others to enroll in the Program. During the year, professional development opportunities in STEM were provided to teaching interns that included the topics: Citizen Science through Birding Revisited; Assessment Strategies and Facilitating Discourse in Science Instruction; San Pedro Ecology Experience; Virtual Reality Demos for teachers; Systems Thinking: Constructing New Knowledge and Deconstructing Misconceptions; and Developing Model-Based Inquiry Units to Integrate Three-Dimensional Instruction. The professional development programs were funded through an Arizona Public Services (APS) Foundation grant.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The work of the M.Ed. Alternative Path Program continues to addresses the critical shortage of STEM secondary educators in regional high-need schools and to make advances through context-specific teacher education content, supporting critical human resources in border schools. The mission is to recruit, train and retain culturally competent STEM teachers. The investment in the professional learning community demonstrates that the support of the program extends beyond the teaching intern experience to reach students in classrooms throughout the border region.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to prepare a minimum of 7 science teachers at the secondary level.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal is to prepare a minimum of 7 science teachers at the secondary level.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

> **THIS PAGE INCLUDES:**
>
> >> Report Progress on Last Year's Goal (2019-20)
>
> >> Review Current Year's Goal (2020-21)
>
> >> Set Next Year's Goal (2021-22)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

The Alternative Pathways program is offered through a Distance campus of the University of Arizona (UA) and does not prepare teachers in special education. However, the College of Education at the University of Arizona Main Campus prepares teachers in special education through a Bachelor of Science and a Master of Arts degree program in special education. While the Alt Path program does not currently offer a degree or certificate in special education, all teaching interns in the M.Ed. in Secondary Education Program take a required course to prepare them to teach students with special needs in their classrooms. The teaching interns apply what they learn in their course to their teaching.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The goal was to prepare a minimum of 20 teachers in instruction of limited English proficient students at the secondary level.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

The Alternative Path Program had 9 program completers in 2019-2020, but have a much higher enrollment of continuing students and are therefore more confident in meeting our goals in upcoming years. The Program prepares all teaching interns in the instruction of limited English proficient students. All teaching interns take a course in the methods of teaching English to English language learners that familiarizes them with a historical overview of different methods and provides instruction on the most current, research-based methodologies. In addition, the Program has as its foundational principles throughout the courses and clinical experiences, equity literacy, asset-based pedagogy, culturally responsive curricula, and social justice in the classroom. Attracting teachers to the teaching profession in southeastern Arizona continues to be challenging. It is difficult to find a sufficient number of teachers who are willing to enter the field at this time. The program anticipates an increase in enrollment through a Grow Your Own program that will support individuals who want to become teachers to serve the communities in which they live.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The course content for teaching English language learners continues to be strengthened and integrated into the equity literacy and asset-based pedagogy that are foundations of the Alt Path Program. The work of the M.Ed. Alternative Path Program continues to addresses the critical shortage of secondary educators prepared to work with English language learners in regional high-need schools and to make advances through context-specific teacher education content, supporting critical human resources in border schools. The mission is to recruit, train and retain culturally competent teachers. The investment in the professional learning community demonstrates that the support of the program extends beyond the teaching intern experience to reach students in classrooms throughout the border region.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to prepare a minimum of 20 teachers in instruction of limited English proficient students at the secondary level.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The goal is to prepare a minimum of 20 teachers in instruction of limited English proficient students at the secondary level.

Assessment Pass Rates

THIS PAGE INCLUDES:
>> Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	4			
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	1			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	4			
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	1			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2018-19	4			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	4		
All program completers, 2018-19	6		

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **Provide a description of the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.**

   Technology is authentically interwoven throughout the M.Ed., Alternative Path Certification program since content delivery is delivered almost exclusively online. While there is a once-per-month face-to-face dimension to the program, which was converted to online during the pandemic, all coursework and most assignments are delivered through technology via an online platform. All of said courses are aligned with professional teaching standards including the ISTE-Nets-T Technology standards, and technology instruction is embedded in every course in the program. Our teacher candidates are also observed, mentored, and coached in our program through the online application GoReact. Web platforms are used in all courses to engage with instructors and peer candidates, and there are explicit opportunities to interact with technology in educational contexts in multiple courses. In addition, during student teaching, candidates are assessed on their responsible use of technology in the classroom via the Student Teaching Assessment Form.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   The Alternative Path Program prepares teaching interns to effectively teach students with disabilities in their regular classrooms through coaching and mentoring support from program-based clinical instructors, from an assigned site mentor in their school, and through a required course in teaching students with special needs.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   As full time teachers of record while in the Program, teaching interns actively participate as members of individualized education program teams, participate in IEP conferences in their schools, and fulfill all requirements and processes associated with IEPs.

   c. **Effectively teach students who are limited English proficient.**

   The ability to teach English language learners effectively is an integral element in the Program through the adoption of equity literacy as a foundational principle. Program faculty challenge teaching interns' preconceived perceptions of teaching and embed research-based assignments in courses and monthly Teacher Education Seminar (TES) sessions that demonstrate effective methods in teaching students who have been marginalized due to language and culture. The teaching interns participate in monthly, "Sin Fronteras" professional development sessions that focus on issues of equity literacy, asset-based pedagogies, and effective teaching strategies for English learners.

2. **Does your program prepare special education teachers?**

   ○ Yes
   ● No

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   c. **Effectively teach students who are limited English proficient.**

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The M.Ed. Alternative Path Program prepares teaching interns to become effective teachers while they are actively teaching in classrooms. Leaming to teach while teaching is very challenging and teaching interns are most successful when supported throughout the program. The Alternative Path Program addresses needs of new teachers as they adjust to teaching both professionally and personally. The central foundation of the program is equity literacy that teaches the knowledge, skills, and engagement to "recognize, respond to, and redress conditions that deny some students access to educational and other opportunities enjoyed by their peers." The program also emphasizes culturally-sustaining pedagogy and self-reflection of practice. Leaming effective ways to individualize and differentiate instruction are key concepts taught throughout the Alternative Path Program. Teaching interns are taught strategies in using student centered instruction to increase student motivation and to customize lessons to meet individual learning needs. Teaching interns are supported throughout the Program as individual learners with unique skills and challenges. A variety of observation and evaluation processes are used by coaches and mentors as they support teaching interns. There are two full-time clinical instructors who coach students through the first year of the program. Emphasizing self-reflection, the coaches use video recordings of teaching interns to assess their progress with the students in their classrooms. The teaching interns then assess their own teaching through verbal and written self-reflection assignments. During the second year, each teaching intern is assigned a site-based supervising practitioner who is employed in the school in which the teaching intern teaches and a program-based University Mentor who supports the teaching intern's development and growth. The Program focuses on the personal and professional growth of teaching interns throughout the program. If teaching interns have a need for additional support, faculty members, coaches, mentors and program supervisors with teaching interns to identify areas to develop. The process supports each teaching intern's growth toward learner-focused teaching, quickly addresses issues as needed, and assures that each graduate sufficiently demonstrates meeting InTASC Standards to receive an Institutional Recommendation for Certification upon completion of the Program. The Institutional Recommendation verifies that graduates have met all course and clinical practice requirements to qualify for a Professional Standard Secondary Certificate in Arizona. The Program continues to involve and support graduates. The Alternative Path Program has a robust Professional Leaming Community, designed to serve the induction needs of new teachers who have graduated from the program. The Sin Fronteras program strives to support the professional development needs of regional teachers in southeastern Arizona. The monthly professional development sessions are offered during the academic year to provide participants a choice of content in pedagogical knowledge areas that include student engagement, Equity Literacy, and inquiry based learning.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sara Knepper

TITLE:

Certification Officer and Director, Academic Advising

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Dr. Curtis Acosta

TITLE:

Director, Secondary Education MED Program