



University of Arizona  
Traditional 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE

### ZIP

### SALUTATION

### FIRST NAME

### LAST NAME

Knepper

**PHONE**

(520) 621-7865 x1

**EMAIL**

sme@email.arizona.edu

# List of Programs

THIS PAGE INCLUDES:

>> [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
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1328	Teacher Education - History	PG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:



# 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\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Experience working with the appropriate level of school-aged children or adolesce...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.5

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.)

2.5

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

We have discussed raising the minimum GPA to 3.0, but have chosen not to pursue the change as peer institution GPA requirements for teacher preparation admission are 2.0-2.5. We also recognize and value the diversity of experiences students bring to the program, and that lower GPA often indicates overcoming challenges; this can be a useful attribute for future educators in understanding and working with children and youth who struggle academically.

## 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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Experience working with the appropriate level of school-aged children or adolesce...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> 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:

Minimum courses and subject matter verification may vary slightly across programs.

## 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	<input type="text" value="350"/>
Number of clock hours required for student teaching	<input type="text" value="500"/>

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	<input type="text"/>

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

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

20

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

70

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

500

Number of students in supervised clinical experience during this academic year

667

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

This is difficult to accurately determine, as supervision varies from program to program. Additionally, number of supervised clinical hours required prior to student teaching ranges across programs from 0 (smallest programs) to 405 (largest programs). Estimates are provided for reporting purposes. Adjunct faculty include site coordinators who oversee students' practica and university student teacher supervisors who oversee student teaching experiences. Cooperating teachers includes practicum and student teacher mentors and cooperating teachers.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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	667
Subset of Program Completers	260

Gender	Total Enrolled	Subset of Program Completers
Male	136	27
Female	531	233
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	24	4
Asian	20	4
Black or African American	18	2
Hispanic/Latino of any race	215	35
Native Hawaiian or Other Pacific Islander	3	0
White	358	190

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	22	21
<b>No Race/Ethnicity Reported</b>	7	4

# 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.

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

- [Academic Major](#)

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by 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	<input type="text" value="40"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="99"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	2
13.1302	Teacher Education - Art	25
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	4
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	9
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	31
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## 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	40
13.1202	Teacher Education - Elementary Education	99
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	2
13.1302	Teacher Education - Art	25
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	6
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	9
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	31
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [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:

We meet regularly with the district representatives who work with and hire our students; we engage in common research and program development projects; we carefully negotiate effective field experiences; we evaluate the performance of our candidates as well as their perceptions of their experiences and we place our students in Title I schools. We are ever expanding our outreach to more rural districts and are utilizing an undergraduate recruiter to do more of this work. Our special education mild-moderate disabilities program is expanding to online in an effort to better serve rural communities who cannot commute to our main campus and complete coursework in person. We began a Pathways to Teaching initiative in spring 2020 to "grow our own" teachers by supporting Southern Arizona residents in earning a bachelor's degree in elementary education with an English as a Second Language (ESL) endorsement. This initiative partners closely with local districts with predominantly Title I schools, who sponsor students to participate and hire the completers as full-time teachers upon graduation. We have gone through a college strategic planning process, in which local districts participated, and are currently evaluating expansion of our recruitment and marketing strategies with a targeted focus on underrepresented

students. We survey local districts who hire our students in order to determine their perceptions of how well prepared our student are. All general education students complete coursework in special education, and focus across courses in modifying lessons for students of varying needs. All students completing any teacher preparation program at the University of Arizona earn a Structured English Immersion (SEI) endorsement, verifying their preparation to serve students with limited English proficiency. All Elementary and Early Childhood graduates earn an ESL and/ or Bilingual endorsement, both of which supersede the SEI endorsement in terms of preparation to serve students with limited English proficiency.

# 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](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- Yes  
 No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

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

The market does not adequately support teachers, especially mathematics majors who have many, more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

# Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- Yes  
 No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

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

The market does not adequately support teachers, especially science majors who have many, more lucrative opportunities. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- Yes  
 No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We apply for grants to support special education: visual impairment and hearing impairment, and we actively recruit locally for our mild-moderate disabilities program.

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

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We utilize a permanent student recruiter for College of Education programs in the hopes of increasing student numbers across all programs.

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

The market does not adequately support teachers, especially special education teachers. Working conditions, the increasing burden of paperwork, and salaries are a serious problem here in Arizona, which makes recruitment difficult.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

## 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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. In an effort to prepare more special educators, we are launching a fully online bachelor's certification program in the 2021-22 year, in addition to maintaining our in-person programs.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

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.

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible.

3. Did your program meet the goal?

- Yes  
 No

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

Faculty and staff all work toward recruitment, retention, and graduation of teacher candidates. We actively advertise funds to help students pay for their programs of study, such as the governor's Arizona Teacher Academy initiative.

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

All students in the Early Childhood and Elementary Education programs now graduate with an ESL and/or bilingual endorsement; content is infused throughout the curricula. We began our first cohort of Pathways to Teaching in spring 2020; this is an initiative that seeks to "grow our own" teachers by supporting local candidates in earning a bachelor's degree in elementary education with an ESL endorsement. We recruited a local cohort of students to complete coursework and fieldwork embedded in and partially funded through stipend by local school districts; tuition and fees are paid for through Arizona Teachers Academy (state) funding. We have 100% retention of this cohort, who are all graduating in May 2021.

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

The market does not adequately support teachers, especially in Arizona. Working conditions and salaries are a serious problem here in Arizona, which makes recruitment difficult.

## 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.**

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We have begun a second, larger cohort of the Pathways to Teaching Elementary Education program, tripling our cohort size from spring 2020.

## 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.**

We do not set specific goals for our programs. We try to recruit, retain, and graduate as many teacher candidates as possible. We plan to expand the locations for our Pathways to Teaching program in an effort to serve more local communities.

## 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 enrolled students who have completed all noncl	10	255	10	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	7			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	78	248	74	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	107	248	106	99
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18	84	253	84	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	2			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	47	258	46	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	92	256	89	97
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18	44	253	41	93
NT503 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	17	270	16	94
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
035 -ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson Other enrolled students	2			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2019-20	24	210	10	42
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2018-19	12	247	12	100
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2017-18	52	239	45	87
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson Other enrolled students	2			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2019-20	23	225	12	52
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2018-19	12	253	11	92
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2017-18	53	245	46	87
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	4			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	5			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2018-19	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	20	252	17	85
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	16	251	15	94
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	17	262	17	100
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	3			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2017-18	1			
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	24	252	22	92
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	12	262	11	92
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			

## 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	185	160	86
All program completers, 2018-19	228	218	96
All program completers, 2017-18	155	141	91

# Low-Performing

THIS PAGE INCLUDES:

>> [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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## 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.

All courses in our teacher preparation programs are aligned with professional teaching standards; this includes the ISTE-NETS-T Technology Standards and InTASC Model Core Teaching Standards, Performance and Essential Knowledge technology tasks. Technology instruction is embedded in every course in the program, including field experience and student teaching. The evaluation instruments for those include items specific to the effective use of technology in the classroom with students, and are documented in final products such as e-portfolios. Teacher candidates are given multiple opportunities to observe, analyze, and respond to a variety of different kinds of data across the program. Early in the program, teacher candidates are introduced to assessment practices in general. Then, each of the pedagogy courses reinforce the initial introduction to assessment and data literacy by discussing and examining particular assessments tools within the discipline(s). Teacher candidates also learn how to incorporate student assessment into planning through Benchmark Assignments of each pedagogy course, which require they collect data on a particular student or students and plan lessons with that knowledge in mind. Built into each of the assignments is an assessment component so that teacher candidates connect learning outcomes to assessment. Instructors model technology for the teacher candidates to then use in classrooms. The following are representative examples of instructional technology modeled across courses:

- Teacher candidates learn to use the SmartBoard as an interactive tool. Teacher candidates are required to peer teach using the SmartBoard and then replicate that lesson in a classroom.
- Teacher candidates learn to videotape their teaching and then annotate the video in order to reflect on their own teaching and examine elementary children's learning during their teaching.
- Teacher candidates

learn to use Point2View cameras while teaching to project examples of student work for discussion. The Point2View camera is used to share resources with the class during group presentations or other activities. • Teacher candidates learn a variety of ways to incorporate “presentation software,” PowerPoint and Animoto, for active engagement. • Instructors and teacher candidates use various “apps” that are free to design elementary learning activities. Some examples include “Thinking Blocks,” “My Script Calculator”, and “Loading Fuel.” • Teacher candidates use a course management system, Desire2Learn (D2L), to hand in assignments, communicate with colleagues, and participate in online discussions. • Zoom and Kubi robots are used in telepresence classes. Instructors introduce the teacher candidates to websites that they will find helpful in their teaching careers along with ways to look critically at websites to determine if the content is worthwhile and appropriate. Some examples include NCTM’s Illuminations and NLVM, the National Library of Virtual Manipulatives. In the Special Education program, specific coursework focuses on the integration of technology into teaching and learning and use of devices such as laptops, netbooks, PDAs, lightscribe pens, Smart Boards, and other applications. Special education students learn and develop technology for adaptive devices by creating an adaptation for a student, use it, and report back, and students attend the technology presentations created and presented by the DRC (Disability Resource Center), which highlights technology for use in classroom settings with a variety of disabilities. Supervising practitioners also have seen technology integration through the activities and lessons that the teacher candidates have led during their fieldwork experiences. Having integrated technology in fieldwork assignments, teacher candidates are prepared to work with their supervising practitioners to incorporate technology in their capstone experience. One example of a capstone project includes analyzing relevant qualitative and quantitative data (from assignments, exams, journals, surveys, observations) to assess how the teacher candidate’s instruction impacts student learning, attendance, motivation, etc.

# Teacher Training

THIS PAGE INCLUDES:

>> [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

We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. All of our general education students are required to take at least one course in special education. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

#### 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*.

We are having ongoing discussions around ways to better incorporate collaborative teaching into our programs. All student teachers must participate in the same activities as their mentor teacher, which includes serving as a member on IEP teams, attending IEP meetings, and assessing IEP progress as related to their student teaching placement.

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

We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our general education students are now required to earn a state English as a Second Language (ESL) and/or Bilingual endorsement through completion of their program. The knowledge and training to work with students who are limited English proficient is interconnected throughout the general education curricula.

### 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

We use four forms of evidence to document our students' proficiency in teaching students with disabilities: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction and working with students of varying abilities. The surveys mentioned previously indicated that our graduates are rated above the state average in this area.

**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*.**

All of our special education program students have multiple opportunities to participate on IEP teams during student teaching and in early field experiences. Where appropriate, they have the opportunity to lead portions of such meetings during student teaching.

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

We use four forms of evidence to document our students' proficiency in teaching students who are limited English proficient: teaching portfolios, student surveys, principal surveys, and surveys of Human Resources directors. There is convergence across the surveys that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC standards, which include diversifying instruction. The surveys mentioned previously indicated that our graduates are rated above the state average in this area. All of our special education program students are required to take at least one course in working with English language learners and earn the Structured English Immersion (SEI) endorsement in Arizona. They are also required to take a course in cultural and linguistic diversity in special education, which includes a focus on special education students who have limited English proficiency.

## Contextual Information

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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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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.

Conditions in Arizona and across the U.S. make teaching a low-valued, poorly paid, highly criticized and undesirable profession. Despite this context, we continue to recruit students into the program and retain a vast majority through program completion. According to our 2020 Teacher Preparation (T-Prep) Survey results, a vast majority of our teacher candidates in our Elementary, Early Childhood and Secondary (Teach Arizona) programs reported a high degree of satisfaction with the preparation they had received and felt prepared to teach and assess students. Our teacher preparation programs are also evaluated by the Office of Instruction and Assessment through annual reports submitted to Taskstream, which can be provided upon request. The Arizona Department of Education also analyzes educator certification programs every six years for renewed accreditation and every two years through biennial reports.

## 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

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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. Iliana Reyes

TITLE:

Associate Dean