

A

University of Arizona
Traditional Report AY 2023-24
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

STATE

Arizona

ZIP

85721

SALUTATION

Mrs.

FIRST NAME

Sara

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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), 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](#)

THIS PAGE INCLUDES:

- [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.121 | Early Childhood Education | UG | |
| 13.1202 | Elementary Education | UG | |
| 13.01 | General Education (alternative programs/programs providing pedagogy only) | PG | |
| 13.1 | Special Education | Both | |
| 13.1301 | Teacher Education - Agriculture | Both | |
| 13.1302 | Teacher Education - Art | Both | |
| 13.1311 | Teacher Education - Mathematics | UG | |
| 13.1312 | Teacher Education - Music | UG | |

Total number of teacher preparation programs:

14

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

Note: This section is preloaded from the prior year's IPRC.

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

| Element | Admission | | Completion | |
|-------------------------------|--------------------------------------|-------------------------------------|---------------------------|-------------------------------------|
| 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: <div></div> | <input type="radio"/> Yes | <input checked="" 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

Note: This section is preloaded from the prior year's IPRC.

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 |

| Element | Admission | Completion |
|---|---|---|
| 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 |
| 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: <div></div> | <input type="radio"/> Yes <input checked="" 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.)

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:

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. [\(§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 | <div>350</div> |
| Number of clock hours required for student teaching | <div>500</div> |

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

315

Years required of teaching as the teacher of record in a classroom

0.5

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)

45

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

373

Number of students in supervised clinical experience during this academic year

538

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. Some students are eligible to serve as teachers of record for their final semester (0.5 years), and therefore are still following the traditional program model as this occurs after completion of all prerequisite courses. Candidates are selected through a rigorous screening process, which includes a 3.0 or higher GPA; passing all required certification exams; recommendations from faculty, site supervisors and mentor teachers; and demonstration of success in practicum experiences. Since this is optional, 0 years of serving as teacher of record are required; but a full semester of student teaching is otherwise required.

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))

THIS PAGE INCLUDES:

- ☐ [Enrollment and Program Completers](#)

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

| 2023-24 Total | |
|--------------------------------------|-----|
| Total Number of Individuals Enrolled | 726 |
| Subset of Program Completers | 228 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 122 | 36 |
| Female | 604 | 192 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 38 | 11 |
| Asian | 36 | 12 |
| Black or African American | 25 | 11 |
| Hispanic/Latino of any race | 273 | 93 |
| Native Hawaiian or Other Pacific Islander | 4 | 0 |
| White | 340 | 100 |
| Two or more races | 1 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| No Race/Ethnicity Reported | 9 | 1 |

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 2023-24.

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 2023-24

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="43"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="123"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | 20 |
| 13.1301 | Teacher Education - Agriculture | 3 |
| 13.1302 | Teacher Education - Art | 3 |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 5 |
| 13.1306 | Teacher Education - Foreign Language | 2 |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 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 | 19 |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 1 |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | 2 |
| 13.1323 | Teacher Education - Chemistry | 1 |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | 4 |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="143"/> |
| 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 2023-24. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2023-24

If this provider 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 | <input type="text" value="43"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="123"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="20"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="3"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="5"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="2"/> |
| 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 | <input type="text" value="2"/> |
| 13.1312 | Teacher Education - Music | <input type="text" value="19"/> |
| 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 | <input type="text" value="1"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | <input type="text" value="2"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text" value="1"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text" value="4"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 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 | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |
| 01 | Agriculture | <input type="text" value="3"/> |
| 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 | 7 <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: <div></div> | <div></div> |

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

THIS PAGE INCLUDES:

☐ [Program Assurances](#)

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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 has expanded 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 program has grown substantially since its inception, demonstrating that it is meeting a community need to

teach in urban and rural schools with students from low-income backgrounds, many of which whose first language is not English. 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 communicate with 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2023-24\)](#)

☐

[Review Current Year's Goal \(2024-25\)](#)

☐

[Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 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 state's Arizona Teacher Academy initiative.

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

Mathematics continues to be a challenging area in which to recruit teacher candidates, even with free tuition and multiple recruiters.

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? 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 (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? 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

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2023-24\)](#)
- ☐ [Review Current Year's Goal \(2024-25\)](#)
- ☐ [Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 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 state's Arizona Teacher Academy initiative.

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

Science continues to be a challenging area in which to recruit teachers, even when there is free tuition and multiple recruiters to support.

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? 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 (2025-26)

9. Will your program prepare teachers in science in 2025-26? 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

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- ☐ [Review Current Year’s Goal \(2024-25\)](#)
- ☐ [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 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 and secure grants to support special education: visual impairment and hearing impairment, and we actively recruit locally and throughout the state for our mild-moderate disabilities program, which now has a fully online modality to reach rural teacher candidates. We have accelerated master's programs with our mild-moderate disabilities undergraduate program in an effort to increase recruitment and retention of special education teachers who become dually certified in two special education fields through this program. We actively advertise funds to help students pay for their programs of study, such as the state's Arizona Teacher Academy initiative; special education candidates are particularly prioritized for such funding.

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

In an effort to prepare more special educators, we launched a fully online bachelor's certification program in addition to maintaining our in-person programs, which has continued to grow since its inception. It continues to be challenging to recruit into the field of special education, even with free tuition and multiple recruiting staff support.

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? 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 (2025-26)

9. Will your program prepare teachers in special education in 2025-26? 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: 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2023-24\)](#)
- ☐ [Review Current Year's Goal \(2024-25\)](#)
- ☐ [Set Next Year's Goal \(2025-26\)](#)

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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. We plan to continue expanding the locations for our Pathways to Teaching program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

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 state'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 graduate with an ESL and/or bilingual endorsement; content is infused

throughout the curricula. We continue to grow our Pathways to Teaching initiative, using a "grow your own" model by supporting local candidates in earning a bachelor's degree in Elementary Education with an ESL endorsement. We recruit local cohorts 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 the Arizona Teachers Academy (State) funding. These cohorts continue to grow and expand in number of teacher candidates and locations served. Additionally, all of our teacher certification programs include a Structured English Immersion endorsement, fulfilling state requirements to support English language learners in all classroom settings.

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? 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 plan to continue expanding the locations for our Pathways to Teaching program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? 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 continue expanding the locations for our Pathways to Teaching program in an effort to serve more local communities; all graduates of this program earn an English as a Second Language endorsement.

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 RTI'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:

☐

[Assessment Pass Rates](#)

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 | 13 | 244 | 11 | 85 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students | 60 | 243 | 52 | 87 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2023-24 | 114 | 246 | 109 | 96 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2022-23 | 114 | 243 | 108 | 95 |
| NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22 | 116 | 244 | 111 | 96 |
| 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 | 5 | | | |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2023-24 | 48 | 254 | 46 | 96 |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2022-23 | 77 | 255 | 75 | 97 |
| NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22 | 63 | 258 | 63 | 100 |
| NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22 | 2 | | | |
| NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| 036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24 | 1 | | | |
| 036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22 | 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 | 1 | | | |
| NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2023-24 | 8 | | | |
| NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2022-23 | 37 | 231 | 28 | 76 |
| NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2021-22 | 23 | 225 | 15 | 65 |
| NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 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, 2023-24 | 8 | | | |
| NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2022-23 | 37 | 224 | 27 | 73 |
| NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2021-22 | 23 | 224 | 14 | 61 |
| NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22 | 3 | | | |
| NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24 | 2 | | | |
| NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23 | 4 | | | |
| NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22 | 5 | | | |
| NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24 | 1 | | | |
| NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23 | 2 | | | |
| NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |
| 006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2021-22 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2023-24 | 19 | 258 | 18 | 95 |
| 093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2021-22 | 15 | 250 | 12 | 80 |
| 026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2022-23 | 2 | | | |
| 030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| 030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2023-24 | 1 | | | |
| 030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2022-23 | 3 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl | 1 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24 | 12 | 247 | 11 | 92 |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23 | 5 | | | |
| NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22 | 15 | 247 | 15 | 100 |

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 RTI'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, 2023-24 | 194 | 183 | 94 |
| All program completers, 2022-23 | 201 | 180 | 90 |
| All program completers, 2021-22 | 207 | 187 | 90 |

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- ☐ [Low-Performing](#)

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, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Our teacher preparation programs systematically prepare candidates to integrate technology into curriculum and instruction, collect and analyze data to improve teaching and learning, and apply the principles of Universal Design for Learning (UDL) to increase student academic achievement. All courses are aligned with professional teaching standards, including the ISTE-NETS-T Technology Standards and the InTASC Model Core Teaching Standards, Performance, and Essential Knowledge technology tasks. Technology instruction is embedded across the program curriculum, field experiences, and student teaching. Evaluation instruments for these experiences include specific items addressing the effective use of technology with students, and candidates' competence is documented through final products such as e-portfolios. Candidates engage with a range of instructional technologies throughout their preparation, including SmartBoards, Point2View cameras, GoReact for video analysis, interactive presentation software (e.g., PowerPoint, Animoto), digital collaboration tools, and course management systems such as D2L. Teacher candidates learn to create digital portfolios, design interactive lessons, analyze classroom data, and reflect on teaching practices through video annotation and peer collaboration. The program emphasizes critical evaluation of educational websites and apps to ensure the integration of high-quality digital resources into classroom practice. Technology is modeled by instructors and integrated throughout coursework, fieldwork, and student teaching placements. Candidates use tools such as Google Suite, Padlet, Zoom, VoiceThread, and virtual manipulatives to design lessons, document student work, and collaborate with peers. Special education coursework provides additional preparation with assistive technologies, adaptive devices, and software to support students with disabilities, further reinforcing UDL principles through inclusive practices. All programs ensure that candidates develop strong data literacy skills. Early coursework introduces foundational assessment practices, and each pedagogy course deepens these skills by requiring candidates to collect data, use it to inform

lesson planning, and assess student learning outcomes. Benchmark assignments across the programs require candidates to connect instructional planning with assessment analysis, ensuring that technology is used purposefully to track student progress and adjust instruction. Finally, supervising practitioners consistently observe evidence of technology integration during candidates' fieldwork and capstone projects. In these culminating experiences, teacher candidates analyze qualitative and quantitative data from a range of sources to assess the impact of their instruction on student learning outcomes, engagement, and motivation. At present, all necessary elements—technology integration, data-driven instruction, application of UDL principles, and structured evaluation—are fully in place. The program remains committed to ongoing improvement by monitoring emerging technologies and best practices to enhance candidate preparation continually. Our surveys of program graduates corroborate this narrative; for this reporting year, 92% of the Early Childhood (up from 82% in 2022) and 98% of the Elementary students felt confident with their use of technology as a learning tool (99% in 2022). 92% of the Secondary students felt this way (97% in 2022).

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

We document our students' proficiency in teaching students with disabilities through teaching portfolios, student surveys, and consultation with mentor teachers and principals. There is convergence across the data 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, and inclusive practices are infused throughout the curricula. For this reporting year, 95% of students across our three largest programs felt confident they could diversify lessons for students with special needs (ECE=100%, Elem= 95% and Secondary 92%).

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 document our students' proficiency in teaching English language learners through teaching portfolios, student surveys, and consultation with mentor teachers and principals. There is convergence across the data 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. For this reporting year, 96% of respondents across our three largest programs felt confident they could diversify lessons for English Language Learners (ECE=100%, Elem= 92% and Secondary 92%). All of our general education students (Elementary and Early Childhood Education) are 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. Additionally, all students in all other programs are required to earn a Structured English Immersion endorsement per state standards, and are led by an expert in the field through methods to support English language learners across all content and grade levels.

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 document our students' proficiency in teaching students with disabilities through teaching portfolios, student surveys, and consultation with mentor teachers and principals. There is convergence across the data that our graduates are prepared to work with special needs students. In addition, the

portfolios indicate that our students are meeting the InTASC and CEC standards, which include diversifying instruction and working with students of varying abilities. Inclusive practices are infused throughout the curricula of all programs, and is a primary focus in our special education programs.

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 document our students' proficiency in teaching English language learners through teaching portfolios, student surveys, and consultation with mentor teachers and principals. There is convergence across the data that our graduates are prepared to work with English language learners. In addition, the portfolios indicate that our students are meeting the InTASC and CEC standards, which include diversifying instruction. 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

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 2023 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

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:

Director, Academic Advising & Certification Officer

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:

Elizabeth Moraga

TITLE:

Curricular Affairs Coordinator