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University of Arizona Alternative, IHE-based Program

# Complete Report Card

2016



AY 2014-15

# Institution Information

Name of IInstiitutiion:: IInstiitutiion/Program Type:: Academiic Year:: State:: Address::

Contact Name:: Phone:: Emaiill::

University of Arizona Alternative, IHE-based 2014-15Arizona College of Education PO Box 210069 Tucson, AZ, 85721

Dr. Renee Clift 520-621-1573 rtclift@email.arizona.edu

IIs your iinstiitutiion a member of an HEA Tiitlle IIII Teacher Qualliity Partnershiip (TQP) grant awarded by the U..S.. Department of Educatiion? (http:://www2..ed..gov /about/offices/lliist/oiiii/tqp/iindex..htmll)

NoIIf yes,, proviide the follllowiing::

Award year::Grantee name::Projject name::Grant number::Liist partner diistriicts/LEAs:: Liist other partners:: Projject Type::

# Section I.a Program Information

Liist each teacher preparatiion program iinclluded iin your allternatiive,, iihe-based route.. IIndiicate iif your program or programs partiiciipate iin a Teacher Qualliity Partnershiip Grant awarded by the U..S.. Department of Educatiion as descriibed at http:://www2..ed..gov/about/offices/lliist/oiiii/tqp/iindex..htmll..

# Section I.b Admissions

IIndiicate when students are formalllly admiitted iinto your iiniitiiall teacher certiificatiion program:: Postgraduate Does your iiniitiiall teacher certiificatiion program condiitiionalllly admiit students? No

Proviide a lliink to your websiite where addiitiionall iinformatiion about admiissiions requiirements can be found:: <http://www.coe.arizona.edu/dps/apply>

|  |  |
| --- | --- |
| Teacher Preparatiion Programs | Teacher Qualliity Partnershiip G Member? |
| Special Education Cross Categorical | No |
| Special Education Severly Profound | No |
| Special Education Visual Impairment | No |
| Totall number of teacher preparatiion programs:: 3 |

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Pllease proviide any addiitiionall comments about or exceptiions to the admiissiions iinformatiion proviided above::

# https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport... Section I.b Undergraduate Requirements

Pllease proviide the follllowiing iinformatiion about your teacher preparatiion program''s entry and exiit requiirements.. (§205(a)(1)(C)(ii))

Are there iiniitiiall teacher certiificatiion programs at the undergraduate llevell? No

IIf yes,, for each ellement lliisted bellow,, iindiicate iif iit iis requiired for admiissiion iinto or exiit from any of your teacher preparatiion program(s) at the Undergraduate llevell..

|  |  |  |
| --- | --- | --- |
| Ellement | Requiired for Entry | Requiired for Exiit |
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not |

|  |  |  |
| --- | --- | --- |
|  |  | reported |
| Background check | Data not reported | Data not reported |
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

What iis the miiniimum GPA requiired for admiissiion iinto the program?What was the mediian GPA of iindiiviidualls accepted iinto the program iin academiic year 2014-15 What iis the miiniimum GPA requiired for complletiing the program?What was the mediian GPA of iindiiviidualls complletiing the program iin academiic year 2014-15 Pllease proviide any addiitiionall comments about the iinformatiion proviided above::

# Section I.b Postgraduate Requirements

Pllease proviide the follllowiing iinformatiion about your teacher preparatiion program''s entry and exiit requiirements.. (§205(a)(1)(C)(ii)) Are there iiniitiiall teacher certiificatiion programs at the postgraduate llevell?Yes

IIf yes,, for each ellement lliisted bellow,, iindiicate iif iit iis requiired for admiissiion iinto or exiit from any of your teacher preparatiion program(s) at the Postgraduate llevell..

|  |  |  |
| --- | --- | --- |
| Ellement | Requiired for | Requiired for |

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

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Other Data not reported Data not reported

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What iis the miiniimum GPA requiired for admiissiion iinto the program?3What was the mediian GPA of iindiiviidualls accepted iinto the program iin academiic year 2014-15 3What iis the miiniimum GPA requiired for complletiing the program?3What was the mediian GPA of iindiiviidualls complletiing the program iin academiic year 2014-153Pllease proviide any addiitiionall comments about the iinformatiion proviided above::

# Section I.c Enrollment

Proviide the number of students iin the teacher preparatiion program iin the follllowiing categoriies.. Note that you must report on the number of students by ethniiciity and race separatelly.. IIndiiviidualls who are non-

Hiispaniic/Latiino wiillll be reported iin one of the race categoriies.. Allso note that iindiiviidualls can bellong to one or more raciiall groups,, so the sum of the members of each raciiall category may not necessariilly add up to the totall number of students enrolllled..

For the purpose of Tiitlle IIII reportiing,, an enrolllled student iis defined as a student who has been admiitted to a teacher preparatiion program,, but who has not complleted the program duriing the academiic year beiing reported.. An iindiiviiduall who complleted the program duriing the academiic year beiing reported iis counted as a program complleter and not an enrolllled student..

Additional guidance on reporting race and ethnicity data.

|  |  |
| --- | --- |
| Total number of students enrolled in 2014-15: | 5 |
| Unduplicated number of males enrolled in 2014- 15: | 1 |
| Unduplicated number of females enrolled in 2014- 15: | 4 |
| 2014-15 | Number enrolllled |
| Ethnicity |
| Hispanic/Latino of any race: | 1 |
| Race |
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 1 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 4 |
| Two or more races: | 1 |

# Section I.d Supervised Clinical Experience

Proviide the follllowiing iinformatiion about superviised clliiniicall experiience iin 2014-15..

Pllease proviide any addiitiionall iinformatiion about or descriiptiions of the superviised clliiniicall experiiences::

# Section I.e Teachers Prepared by Subject Area

Pllease proviide the number of teachers prepared by subjject area for academiic year 2014-15.. For the purposes of thiis sectiion,, number prepared means the number of program complleters.. "Subjject area" refers to the subjject area(s) an iindiiviiduall has been prepared to teach.. An iindiiviiduall can be counted iin more than one subjject area.. IIf no iindiiviidualls were prepared iin a partiicullar subjject area,, pllease lleave that cellll bllank.. (§205(b)(1)(H))

Average number of clock hours of supervised clinical experience required prior to student teaching

0

|  |  |
| --- | --- |
| Average number of clock hours required for student teaching | 300 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 2 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 0 |
| Number of students in supervised clinical experience during this academic year | 2 |
| Subjject Area | Number Prepared |
| Education - General |  |
| Teacher Education - Special Education | 2 |
| Teacher Education - Early Childhood Education |  |

Teacher Education - Elementary Education

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Teacher Education - Junior High/Intermediate/Middle School Education



Teacher Education - Secondary Education



Teacher Education - Multiple Levels



Teacher Education - Agriculture



Teacher Education - Art



Teacher Education - Business



Teacher Education - English/Language Arts



Teacher Education - Foreign Language



Teacher Education - Health



Teacher Education - Family and Consumer Sciences/Home Economics



Teacher Education - Technology Teacher Education/Industrial Arts



Teacher Education - Mathematics



Teacher Education - Music



Teacher Education - Physical Education and Coaching



Teacher Education - Reading



Teacher Education - Science Teacher Education/General Science



Teacher Education - Social Science



Teacher Education - Social Studies



Teacher Education - Technical Education



Teacher Education - Computer Science



Teacher Education - Biology



Teacher Education - Chemistry



Teacher Education - Drama and Dance



Teacher Education - French



Teacher Education - German



Teacher Education - History



Teacher Education - Physics



Teacher Education - Spanish



Teacher Education - Speech



Teacher Education - Geography



Teacher Education - Latin



Teacher Education - Psychology



Teacher Education - Earth Science



Teacher Education - English as a Second Language



Teacher Education - Bilingual, Multilingual, and Multicultural Education

Education - Other Specify:





# Section I.e Teachers Prepared by Academic Major

Pllease proviide the number of teachers prepared by academiic majjor for academiic year 2014-15.. For the purposes of thiis sectiion,, number prepared means the number of program complleters.. "Academiic majjor" refers to the actuall majjor(s) decllared by the program complleter.. An iindiiviiduall can be counted iin more than one academiic majjor.. IIf no iindiiviidualls were prepared iin a partiicullar academiic majjor,, pllease lleave that cellll bllank.. (§205(b)(1)(H))

|  |  |
| --- | --- |
| Academiic Majjor | Number Prepared |
| Education - General |  |
| Teacher Education - Special Education | 2 |
| Teacher Education - Early Childhood Education |  |
| Teacher Education - Elementary Education |  |
| Teacher Education - Junior High/Intermediate/Middle School Education |  |
| Teacher Education - Secondary Education |  |
| Teacher Education - Agriculture |  |
| Teacher Education - Art |  |
| Teacher Education - Business |  |
| Teacher Education - English/Language Arts |  |

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Teacher Education - Foreign Language

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Teacher Education - HealthTeacher Education - Family and Consumer Sciences/Home Economics Teacher Education - Technology Teacher Education/Industrial Arts Teacher Education - MathematicsTeacher Education - MusicTeacher Education - Physical Education and CoachingTeacher Education - ReadingTeacher Education - ScienceTeacher Education - Social ScienceTeacher Education - Social StudiesTeacher Education - Technical EducationTeacher Education - Computer ScienceTeacher Education - BiologyTeacher Education - ChemistryTeacher Education - Drama and DanceTeacher Education - FrenchTeacher Education - GermanTeacher Education - HistoryTeacher Education - PhysicsTeacher Education - SpanishTeacher Education - SpeechTeacher Education - GeographyTeacher Education - LatinTeacher Education - PsychologyTeacher Education - Earth ScienceTeacher Education - English as a Second LanguageTeacher Education - Bilingual, Multilingual, and Multicultural Education Education - Curriculum and InstructionEducation - Social and Philosophical Foundations of EducationLiberal Arts/HumanitiesPsychologySocial SciencesAnthropologyEconomicsGeography and CartographyPolitical Science and GovernmentSociologyVisual and Performing ArtsHistoryForeign LanguagesFamily and Consumer Sciences/Human SciencesEnglish Language/LiteraturePhilosophy and Religious StudiesAgricultureCommunication or JournalismEngineeringBiologyMathematics and StatisticsPhysical SciencesAstronomy and AstrophysicsAtmospheric Sciences and MeteorologyChemistry











































































































































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Geological and Earth Sciences/Geosciences

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Physics



Business/Business Administration/Accounting



Computer and Information Sciences

Other Specify:





# Section I.f Program Completers

Proviide the totall number of teacher preparatiion program complleters iin each of the follllowiing academiic years:: 2014-15: 22013-14: 02012-13: 0

# Section II Annual Goals - Mathematics

Each iinstiitutiion of hiigher educatiion (IIHE) that conducts a tradiitiionall teacher preparatiion program (iinclludiing programs that offer any ongoiing professiionall devellopment programs) or allternatiive route to state credentiiall program,, and that enrolllls students receiiviing Federall assiistance under thiis Act,, shallll set annuall quantiifiablle goalls for iincreasiing the number of prospectiive teachers traiined iin teacher shortage areas desiignated by the Secretary or by the state educatiionall agency,, iinclludiing mathematiics,, sciience,, speciiall educatiion,, and iinstructiion of lliimiited Englliish proficiient students.. (§205(a)(1)(A)(iiii),, §206(a))

IInformatiion about teacher shortage areas can be found at http:://www2..ed..gov/about/offices/lliist/ope/poll/tsa..htmll..Pllease proviide the iinformatiion bellow about your program''s goalls to iincrease the number of prospectiive teachers iin mathematiics iin each of three academiic

years..Academiic year 2014-15Diid your program prepare teachers iin mathematiics iin 2014-15?NoHow many prospectiive teachers diid your program pllan to add iin mathematiics iin 2014-15?Diid your program meet the goall for prospectiive teachers set iin mathematiics iin 2014-15?Data not reportedDescriiptiion of strategiies used to achiieve goall,, iif applliicablle::Descriiptiion of steps to iimprove performance iin meetiing goall or llessons llearned iin meetiing goall,, iif applliicablle:: Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2015-16IIs your program prepariing teachers iin mathematiics iin 2015-16?NoHow many prospectiive teachers diid your program pllan to add iin mathematiics iin 2015-16?Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2016-17Wiillll your program prepare teachers iin mathematiics iin 2016-17?NoHow many prospectiive teachers does your program pllan to add iin mathematiics iin 2016-17?Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::

# Section II Annual Goals - Science

Each iinstiitutiion of hiigher educatiion (IIHE) that conducts a tradiitiionall teacher preparatiion program (iinclludiing programs that offer any ongoiing professiionall devellopment programs) or allternatiive route to state credentiiall program,, and that enrolllls students receiiviing Federall assiistance under thiis Act,, shallll set annuall quantiifiablle goalls for iincreasiing the number of prospectiive teachers traiined iin teacher shortage areas desiignated by the Secretary or by the state educatiionall agency,, iinclludiing mathematiics,, sciience,, speciiall educatiion,, and iinstructiion of lliimiited Englliish proficiient students.. (§205(a)(1)(A)(iiii),, §206(a))

IInformatiion about teacher shortage areas can be found at http:://www2..ed..gov/about/offices/lliist/ope/poll/tsa..htmll..Pllease proviide the iinformatiion bellow about your program''s goalls to iincrease the number of prospectiive teachers iin sciience iin each of three academiic

years..Academiic year 2014-15Diid your program prepare teachers iin sciience iin 2014-15?

No

# https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport...

How many prospectiive teachers diid your program pllan to add iin sciience iin 2014-15? Diid your program meet the goall for prospectiive teachers set iin sciience iin 2014-15? Data not reportedDescriiptiion of strategiies used to achiieve goall,, iif applliicablle::

Descriiptiion of steps to iimprove performance iin meetiing goall or llessons llearned iin meetiing goall,, iif applliicablle:: Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2015-16IIs your program prepariing teachers iin sciience iin 2015-16?

NoHow many prospectiive teachers diid your program pllan to add iin sciience iin 2015-16? Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2016-17Wiillll your program prepare teachers iin sciience iin 2016-17?NoHow many prospectiive teachers does your program pllan to add iin sciience iin 2016-17?

Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::

# Section II Annual Goals - Special Education

Each iinstiitutiion of hiigher educatiion (IIHE) that conducts a tradiitiionall teacher preparatiion program (iinclludiing programs that offer any ongoiing professiionall devellopment programs) or allternatiive route to state credentiiall program,, and that enrolllls students receiiviing Federall assiistance under thiis Act,, shallll set annuall quantiifiablle goalls for iincreasiing the number of prospectiive teachers traiined iin teacher shortage areas desiignated by the Secretary or by the state educatiionall agency,, iinclludiing mathematiics,, sciience,, speciiall educatiion,, and iinstructiion of lliimiited Englliish proficiient students.. (§205(a)(1)(A)(iiii),, §206(a))

IInformatiion about teacher shortage areas can be found at http:://www2..ed..gov/about/offices/lliist/ope/poll/tsa..htmll..Pllease proviide the iinformatiion bellow about your program''s goalls to iincrease the number of prospectiive teachers iin speciiall educatiion iin each of three

academiic years..Academiic year 2014-15Diid your program prepare teachers iin speciiall educatiion iin 2014- 15?YesHow many prospectiive teachers diid your program pllan to add iin speciiall educatiion iin 2014-15?2Diid your program meet the goall for prospectiive teachers set iin speciiall educatiion iin 2014-15?NoDescriiptiion of strategiies used to achiieve goall,, iif applliicablle::Descriiptiion of steps to iimprove performance iin meetiing goall or llessons llearned iin meetiing goall,, iif applliicablle:: Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Working conditions and salaries in Arizona are a serious problem.Academiic year 2015-16IIs your program prepariing teachers iin speciiall educatiion iin 2015-16?NoHow many prospectiive teachers diid your program pllan to add iin speciiall educatiion iin 2015-16?Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2016-17Wiillll your program prepare teachers iin speciiall educatiion iin 2016-17?NoHow many prospectiive teachers does your program pllan to add iin speciiall educatiion iin 2016-17?Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::

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Section II Annual Goals - Instruction of Limited English Proficient Students https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport...

Each iinstiitutiion of hiigher educatiion (IIHE) that conducts a tradiitiionall teacher preparatiion program (iinclludiing

programs that offer any ongoiing professiionall devellopment programs) or allternatiive route to state credentiiall program,, and that enrolllls students receiiviing Federall assiistance under thiis Act,, shallll set annuall quantiifiablle goalls for iincreasiing the number of prospectiive teachers traiined iin teacher shortage areas desiignated by the Secretary or by the state educatiionall agency,, iinclludiing mathematiics,, sciience,, speciiall educatiion,, and iinstructiion of lliimiited Englliish proficiient students.. (§205(a)(1)(A)(iiii),, §206(a))

IInformatiion about teacher shortage areas can be found at http:://www2..ed..gov/about/offices/lliist/ope/poll/tsa..htmll..Pllease proviide the iinformatiion bellow about your program''s goalls to iincrease the number of prospectiive teachers iin iinstructiion of lliimiited Englliish

proficiient students iin each of three academiic years..Academiic year 2014-15Diid your program prepare teachers iin iinstructiion of lliimiited Englliish proficiient students iin 2014-15?NoHow many prospectiive teachers diid your program pllan to add iin iinstructiion of lliimiited Englliish proficiient students iin 2014-15? Diid your program meet the goall for prospectiive teachers set iin iinstructiion of lliimiited Englliish proficiient students iin 2014-15? Data not reportedDescriiptiion of strategiies used to achiieve goall,, iif applliicablle::Descriiptiion of steps to iimprove performance iin meetiing goall or llessons llearned iin meetiing goall,, iif applliicablle::Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2015-16IIs your program prepariing teachers iin iinstructiion of lliimiited Englliish proficiient students iin 2015-16?NoHow many prospectiive teachers diid your program pllan to add iin iinstructiion of lliimiited Englliish proficiient students iin 2015-16? Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::Academiic year 2016-17Wiillll your program prepare teachers iin iinstructiion of lliimiited Englliish proficiient students iin 2016-17?NoHow many prospectiive teachers does your program pllan to add iin iinstructiion of lliimiited Englliish proficiient students iin 2016-17? Proviide any addiitiionall comments,, exceptiions and expllanatiions bellow::

# Section II Assurances

Pllease certiify that your iinstiitutiion iis iin complliiance wiith the follllowiing assurances.. (§205(a)(1)(A)(iiiiii),,

§206(b)) Note:: Be prepared to proviide documentatiion and eviidence for your responses,, when requested,, to support the follllowiing assurances..

Preparatiion responds to the iidentiified needs of the llocall educatiionall agenciies or States where the program complleters are lliikelly to teach,, based on past hiiriing and recruiitment trends..Yes

Preparatiion iis clloselly lliinked wiith the needs of schoolls and the iinstructiionall deciisiions new teachers face iin the cllassroom.. Yes

Prospectiive speciiall educatiion teachers are prepared iin core academiic subjjects and to iinstruct iin core academiic subjjects.. No

Prospectiive generall educatiion teachers are prepared to proviide iinstructiion to students wiith diisabiilliitiies.. No

Prospectiive generall educatiion teachers are prepared to proviide iinstructiion to lliimiited Englliish proficiient students.. Yes

Prospectiive generall educatiion teachers are prepared to proviide iinstructiion to students from llow-iincome famiilliies.. No

Prospectiive teachers are prepared to effectiivelly teach iin urban and rurall schoolls,, as applliicablle.. No Descriibe your iinstiitutiion’’s most successfull strategiies iin meetiing the assurances lliisted above::

Continued collaboration with special education directors and school-site principals to place practicum and internship students in program at school sites with coop teachers who are strong mentors. Continue to provide professional development as a community service to school districts and local schools ( i.e., positive behavioral support, inclusive educational best practices such asassistive technology, augmentative communication strategies, adaptation strategies, collaborative teaming, ecological assessment); collaboration on federal grant proposals.

# Section III Assessment Pass Rates

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Assessment code - Assessment name Number Avg..

Number Pass

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Test Company Group



NT051-APK ELEMENTARYEvaluation Systems group of Pearson Other enrolled students takiing tests

scalled score passiing tests rate (%)

1

NT051-APK ELEMENTARYEvaluation Systems group of Pearson All program completers, 2014-15

1

091-PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of PearsonAll program completers, 2014-15

1

032-SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson Other enrolled students 1

032-SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2014-15 1

NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students 1

NT601-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 1


# Section III Summary Pass Rates Section IV Low-Performing

Proviide the follllowiing iinformatiion about the approvall or accrediitatiion of your teacher preparatiion program.. IIs your teacher preparatiion program currentlly approved or accrediited? Yes

IIf yes,, pllease speciify the organiizatiion(s) that approved or accrediited your program:: State

IIs your teacher preparatiion program currentlly under a desiignatiion as "llow-performiing" by the state (as per sectiion 207(a) of the HEA of 2008)? No

# Section V Use of Technology

Proviide the follllowiing iinformatiion about the use of technollogy iin your teacher preparatiion program.. Pllease note that choosiing ''yes'' iindiicates that your teacher preparatiion program woulld be ablle to proviide eviidence upon request..

Does your program prepare teachers to::

iintegrate technollogy effectiivelly iinto curriiculla and iinstructiionYesuse technollogy effectiivelly to collllect data to iimprove teachiing and llearniing Yesuse technollogy effectiivelly to manage data to iimprove teachiing and llearniing Yesuse technollogy effectiivelly to anallyze data to iimprove teachiing and llearniing Yes

Proviide a descriiptiion of the eviidence that your program uses to show that iit prepares teachers to iintegrate technollogy effectiivelly iinto curriiculla and iinstructiion,, and to use technollogy effectiivelly to collllect,, manage,, and anallyze data iin order to iimprove teachiing and llearniing for the purpose of iincreasiing student academiic achiievement.. IIncllude a descriiptiion of the eviidence your program uses to show that iit prepares teachers to use the priinciiplles of uniiversall desiign for llearniing,, as applliicablle.. IIncllude pllanniing actiiviitiies and a tiimelliine iif any of the four ellements lliisted above are not currentlly iin pllace..

The students gain competencies in skills and knowledge in assistive technology (e.g., AAC devices, switches and adaptations) and classroom technology such as Smart Boards and iPads/pods. They have hands-on experience with these technologies in our courses as well as in their practicum and internship sites. They become skilled with computer applications for instruction and presentations such as using PowerPoint and other media applications and in developing electronic portfolios, resource web-sites, and multi-media student-led IEPS.

They integrate technology through teaching, assignments, and guest speakers in all core coursework and field-based requirements (SERP 415/515, SERP 518, SERP 513 and practicum and internship courses) and collaborate with local and state technology resources (e.g., Adaptation Station, Technology Access Center of Tucson,

|  |  |
| --- | --- |
| Group | Number takiing tests |
| All program completers, 2014-15 | 2 |
| All program completers, combined 3 academic years | 2 |



ADE Assistive Technology specialist).

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Proviide the follllowiing iinformatiion about your teacher preparatiion program.. Pllease note that choosiing ''yes'' iindiicates that your teacher preparatiion program woulld be ablle to proviide eviidence upon request..

Does your program prepare generall educatiion teachers to::

teach students wiith diisabiilliitiies effectiivellyNopartiiciipate as a member of iindiiviidualliized educatiion program teams Noteach students who are lliimiited Englliish proficiient effectiivellyNo

Proviide a descriiptiion of the eviidence your program uses to show that iit prepares generall educatiion teachers to teach students wiith diisabiilliitiies effectiivelly,, iinclludiing traiiniing rellated to partiiciipatiion as a member of iindiiviidualliized educatiion program teams,, as defined iin sectiion 614(d)(1)(B) of the IIndiiviidualls wiith

Diisabiilliitiies Educatiion Act,, and to effectiivelly teach students who are lliimiited Englliish proficiient.. IIncllude pllanniing actiiviitiies and a tiimelliine iif any of the three ellements lliisted above are not currentlly iin pllace..

N/A

Does your program prepare speciiall educatiion teachers to::

teach students wiith diisabiilliitiies effectiivellyYespartiiciipate as a member of iindiiviidualliized educatiion program teams Yesteach students who are lliimiited Englliish proficiient effectiivellyYes

Proviide a descriiptiion of the eviidence your program uses to show that iit prepares speciiall educatiion teachers to teach students wiith diisabiilliitiies effectiivelly,, iinclludiing traiiniing rellated to partiiciipatiion as a member of iindiiviidualliized educatiion program teams,, as defined iin sectiion 614(d)(1)(B) of the IIndiiviidualls wiith Diisabiilliitiies Educatiion Act,, and to effectiivelly teach students who are lliimiited Englliish proficiient.. IIncllude pllanniing actiiviitiies and a tiimelliine iif any of the three ellements lliisted above are not currentlly iin pllace..

The Alternative Internship Certificate program, K-12 severe certification, is based upon the Arizona Department of Education (ADE) requirements for a two-year intern certificate program, which currently requires the prospective student to complete an ADE application for an internship teaching certification which clearly stipulates the collaborative agreement among the Arizona Department of Education, and the hiring school district. All requirements of the ADE and the University of Arizona post-graduate certification requirements in the accredited teacher preparation program in severe disabilities were addressed. Below is the scope and sequence of the alternative intern certificate program.

The Intern Certificate Program in Severe and Multiple Disabilities leads to teacher certification in severe disabilities over a two-year sequence of course work including supervised practicum and internship requirements each semester. The program emphasizes best educational practices in teaching learners K-12 grades including transition age students who 18-22 years of age. Students diagnosed with multiple disabilities or as severely/profoundly disabled usually have one or more of the following characteristics: severe to profound mental retardation, severe physical disabilities, sensory impairments, autism spectrum disorders, learning disabilities, emotional and behavioral disabilities, and health disorders. Prospective teachers in this program will be taught to effectively program for and work with students who have a wide range of severe and multiple disabilities and who represent the spectrum from early childhood to adulthood.

Below is a detailed description of the course sequence by semester for the proposed Intern Certificate Program. It includes descriptions of the course requirements, and of the relationship between coursework, field experiences, and practicum requirements. Note: Student in the Intern Certificate Program will need to take their Structured English Immersion (SEI) course requirements through their respective school district, the University of Arizona, or through another qualified institution.

Courses taken during the Semester I-Fall semester (such as SERP 502, SERP 515, and SERP 593) provide foundational content about the education of students with severe and multiple disabilities (e.g., history, right to education, community-based services, etc.) and specific information about relevant areas of child development (e.g., motor, sensory and perceptual, social, and self-help skill development). Also SERP 515 emphasizes integrated related services delivery of a strong foundation for collaborative teaming. In SERP 502, students learn about applied behavior analysis and positive behavior support which is a core element of the program. Acquisition of informational competencies in these areas is very important because trainees also are placed in appropriate classrooms for field experiences during the semester. The intern will be supervised at least 5 times over the course of the semester and given formative and summative evaluations based upon teacher competencies and teaching standards. Students are evaluated formally for acquisition of performance competencies two (2) times during the semester. Continuous feedback on performance is provided daily by the cooperating teacher and once each week by the University supervisor who directly observes the student at the practicum site. Students must demonstrate successful performance of all the competencies that are specifically designated for this practicum experience. Acquisition of informational competencies is evaluated through course examinations given periodically throughout the semester.

Courses taken during Semester-II Spring provide information about: (a) comprehensive functional educational assessment of students with severe and multiple disabilities through the use of available assessment tools and observation of student performance (SERP 513 & SERP 593); (b) best educational practices for the target population including adapting for educational needs in typical classrooms, systematic instruction, and community-based instruction (SERP 513); and (c) assessment and programming for augmentative communication development (SERP

518).

SERP 568 is an extension of SERP 513 and is offered in summer session I. This course focuses upon middle and high school aged students and the educational planning and programming for a meaningful transition from school to community environments. Site visits to adult work and day programs are required. A unit on managing and evaluating paraeducators is part of the course. Also, students work in teams and write grant proposals to fund innovative projects for youth and adults with severe and multiple disabilities.

For the second year (last year) of the Intern Certificate, students take their remaining SERP 593 internship credits; supervision and intern assignments focus upon applying best educational practices in the classroom and the responsibilities of the classroom teacher: planning and implementation of instructional programs for individual students and for groups of students; collaboration with regular educators; supervision of paraprofessionals and volunteers; and participation in collaborative team meetings, IEP development, student portfolio development, and parent conferences. Students write evaluation reports on individual learners,




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which become part of the learner’s permanent record. The procedure used to observe students, monitor their progress, and provide feedback was described earlier.

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During these last two semesters, students must demonstrate acquisition of all the performance competencies required of the internship program.

# Section VII Contextual Information

Pllease use thiis space to proviide any addiitiionall iinformatiion that descriibes your teacher preparatiion program(s).. You may allso attach iinformatiion to thiis report card.. The U..S.. Department of Educatiion iis especiialllly iinterested iin any evalluatiion pllans or iinteriim or finall reports that may be avaiillablle..

This alternate program was developed because of the need for certified special education teachers teaching learners who are severely disabled. The first teacher involved in the alternate program was originally hired by the school district on an emergency certification and needed to become highly qualified in severe disabilities. The teachers who subsequently applied for the alternate program lived in an area in which teacher preparation in the area of severe disabilities was not available and needed the specific training to become highly qualified for the learners being served.

**Supporting Files**

Complete Report Card AY 2014-15



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