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AY 2012-13

Institution Information

Name of Institution: University of Arizona
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Arizona

Address: College of Education
PO Box 210069
Tucson, AZ, 85721

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Arts Education- Art	No
Arts Education- Dramatic Arts	No
Arts Education- Music	No
Early Childhood Education	No
Earth Science	No
Elementary Education	No

Other Secondary Subject Matter	No
Secondary Biology	No
Secondary Chemistry	No
Secondary English	No
Secondary German	No
Secondary History	No
Secondary Mathematics	No
Secondary Physics	No
Secondary Political Science/ American Government	No
Secondary Social Studies	No
Secondary Spanish	No
Special Education- Cross Categorical	No
Special Education- Hearing Impaired	No
Special Education- Learning Disabled	No
Special Education- Severe and Profoundly Disabled	No
Special Education- Visual Impairment	No
Standard Career and Technical Education Agriculture	No
Total number of teacher preparation programs: 23	

Section I.b Admissions

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

Other varies by program

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://coe.arizona.edu/academics/departments/apply>

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

Possible scenarios for conditional admission include additional time needed to complete experience hours working with children or time to complete required course work that is in progress (instead of completed).

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	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	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Experience with students in a public school	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.25

Please provide any additional comments about the information provided above:

We have raised the minimum GPA to 3.0 beginning in the academic year 2013-14.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	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	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other experience with school-aged children	Yes	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.8

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	1025
Unduplicated number of males enrolled in 2012-13:	257
Unduplicated number of females enrolled in 2012-13:	768

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	195
<i>Race</i>	
American Indian or Alaska Native:	21
Asian:	32
Black or African American:	21
Native Hawaiian or Other Pacific Islander:	5
White:	720
Two or more races:	31

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	27
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	48
Number of students in supervised clinical experience during this academic year	760

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

The numbers are misleading because there is considerable variation from program to program. Also, there is no category for graduate students and so I grouped them with adjuncts.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	44

Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	139
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	10
Teacher Education - Art	16
Teacher Education - Business	
Teacher Education - English/Language Arts	19
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	26
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	11
Teacher Education - Physics	2
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: American Government	6

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	44

Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	139
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	10
Teacher Education - Art	16
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	26
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - 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 - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	6
Sociology	
Visual and Performing Arts	

History	11
Foreign Languages	8
Family and Consumer Sciences/Human Sciences	
English Language/Literature	19
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	11
Mathematics and Statistics	
Physical Sciences	2
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	5
Geological and Earth Sciences/Geosciences	
Physics	2
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2012-13: 340

2011-12: 293

2010-11: 433

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

10

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We had 12 prospective math teachers in Teach Arizona in 2011-12 which was an unusually high number, so we were right to not expect an increase in 2012-13.

At the undergraduate level we used the following strategies: Recruitment during orientation

Center for recruitment & retention tutoring program

Robert Noyce scholarship opportunity

Flyers for introductory course

Emails to undergraduate mathematics majors

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

Each year, we focus our tuition assistance towards STEM. We also have a federal Transition to Teaching grant (the SAINT grant) that provides \$5000 in financial support to math pre-service teachers who participate in the grant, and it also provides induction support to them after they graduate and enter the teaching profession.

Provide any additional comments, exceptions and explanations below:

We are anticipating a decrease in our graduate level Teach Arizona Program and a steady state in our undergraduate program. Recruitment is not enough, we lose many due to prospective teachers feeling that the working conditions are not desirable and salary is not competitive. We are losing our mathematics majors to other careers related to mathematics (retail stores, military, finance, among other areas).

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

See comments above and improved salaries and working conditions would help.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

See comments above and improved salaries and working conditions would help.

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Focused tuition assistance and we continue to recruit among science majors.

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

The University of Arizona has created a STEM Learning Center to promote STEM programs, including teacher preparation programs, but it is challenging to convince science majors to consider a career in teaching.

Provide any additional comments, exceptions and explanations below:

Higher salaries for teachers and improved working conditions would enable us to better recruit and retain science teachers.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

20

Provide any additional comments, exceptions and explanations below:

Our undergraduate science program is working through an enrollment dip. See comments above.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

22

Provide any additional comments, exceptions and explanations below:

See comments above.

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

10

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

We had admitted 15 prospective teachers at the graduate level in 2011-2012. We increased our website and advertising efforts.

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

We are increasing our recruiting efforts.

Provide any additional comments, exceptions and explanations below:

Our undergraduate recruiting is paying off.

Academic year 2013-14**Is your program preparing teachers in special education in 2013-14?**

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

We are revising our undergraduate program and this will affect numbers in the short run.

Academic year 2014-15**Will your program prepare teachers in special education in 2014-15?**

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

25

Provide any additional comments, exceptions and explanations below:

We are planning a new 5th year masters program to increase enrollments.

These questions are a bit confusing!

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

30

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Collaboration between the academic department and advisors who do the recruitment.

Early identification of students so that they can meet all the additional coursework requirements.

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

The combined ESL/bilingual endorsements for 2012-13 are higher because of our recruiting and advising efforts. Additionally, ALL of our students in all of our programs take two courses concerning Sheltered English Instruction.

Provide any additional comments, exceptions and explanations below:

Decrease in financial support from State, Federal and University and the low salaries for new teachers in local districts has a negative impact on recruitment.

Academic year 2013-14**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

47

Provide any additional comments, exceptions and explanations below:

Additionally, ALL of our students in all of our programs take two courses concerning Sheltered English Instruction.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Because of Departmental & College resources, we limit enrollment in our DualCat Program to 58. We limit our enrollment in all Elementary Programs.

Decrease in financial support from State, Federal and University and the low salaries for new teachers in local districts has a negative impact on recruitment.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

We meet regularly with the district representatives who work with our students; we engage in common research and program development projects; we carefully negotiate effective field experiences; we evaluate our candidates performance as well as their perceptions of their experiences and we place our students in Title I schools. We are expanding our outreach to rural districts. We survey local districts who hire our students in order to determine their perceptions of how well prepared our student are.

Section III 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	17	252	15	88
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	3			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2012-13	145	251	142	98

NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2011-12	3			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	255	11	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	2			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2012-13	101	258	100	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2011-12	1			
013 -ART Evaluation Systems group of Pearson All program completers, 2012-13	13	262	13	100
013 -ART Evaluation Systems group of Pearson All program completers, 2011-12	11	266	11	100
013 -ART Evaluation Systems group of Pearson All program completers, 2010-11	4			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	7			
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	11	265	11	100
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	13	255	11	85
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	1			
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2010-11	2			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	32	266	32	100
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	22	259	22	100
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	21	264	20	95
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	1			
035 -ECONOMICS Evaluation Systems group of Pearson Other enrolled students	1			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson	3			

All enrolled students who have completed all noncl				
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	96	258	85	89
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	122	261	118	97
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	152	258	148	97
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	17	267	17	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	9			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2010-11	30	270	30	100
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2010-11	1			
005 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	9			
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	7			
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	22	259	21	95
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	13	274	13	100
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	23	272	22	96
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	23	275	23	100
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	8			
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	13	261	13	100
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2010-11	14	262	14	100
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	3			
009 -PHYSICS	3			

Evaluation Systems group of Pearson All program completers, 2010-11				
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson Other enrolled students	2			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2012-13	5			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2011-12	2			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2010-11	3			
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	12	269	12	100
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2012-13	16	267	16	100
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2011-12	151	267	149	99
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2010-11	213	267	210	99
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2012-13	20	267	20	100
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2011-12	91	269	91	100
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2010-11	150	267	149	99
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2012-13	32	265	32	100
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2011-12	22	257	22	100
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2010-11	21	262	20	95
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	3			
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	6			
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	2			
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2010-11	15	253	13	87

022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2012-13	12	268	12	100
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2011-12	28	260	28	100
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2010-11	33	264	31	94
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson Other enrolled students	1			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2012-13	1			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2011-12	3			
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2010-11	3			
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson Other enrolled students	1			
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson All program completers, 2011-12	1			
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2011-12	1			
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2010-11	11	262	11	100
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2012-13	3			
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2010-11	11	265	10	91

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	316	300	95
All program completers, 2011-12	271	262	97
All program completers, 2010-11	403	388	96

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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.

The majority of our incoming students have proficiency across numerous technologies. In addition, many courses incorporate a variety of technologies, presentation formats, and web sites. Desire to Learn (D2L), a university-wide online platform for sharing information with students in particular sections for a class, is used nearly all teacher preparation courses. Instructors model teaching with technologies such as interactive White Boards, and we also address using technology tools in our subject methods courses, where we have students work with tools for data collection and analysis. Strategies that have proven most successful include requiring students to develop lesson plans that require high school students to utilize key pieces of technology within their own class projects. In mathematics methods courses, software such as Geogebra and Geometer's Sketchpad, graphing calculators, and motion detectors for data collection and graph displays are widely used. In Art Education, ARE 469/569 addresses intensive usage of technologies such as Second Life in teaching situations. In fall 2010, this course was co-taught in Second life with a professor at Penn State University. Students also gain a first-hand experience of technology, working on digital art/animation/ web design projects. In the Special Education program, specific coursework focuses on the integration of technology into teaching and learning and use of devices such as laptops, netbooks, PDAs, lightscribe pens, Smart Boards, and other applications. Special education students learn and develop technology for adaptive devices by creating an adaptation for a student, use it, and report back), and students attend the technology presentations created and presented by the DRC (Disability Resource Center), which highlights technology for use in classroom settings with a variety of disabilities. In general, we are continuing to increase the number of assignments in which students use technology and we are providing professional development experiences for faculty members, such as the K-12 Summer Technology Camp which has resulted in faculty being more current with technology and incorporating more technology into their courses. Many of the programs require student teaching portfolios and require students to demonstrate the use of technology in teaching practices. While many of our programs solely use electronic portfolios, we are exploring the possibility of requiring electronic portfolios for all of our students—across programs. Although the ADE survey of principals indicated that they were quite satisfied with our students' preparation to use technology, we believe we have room to grow in this area. The College of Education has added an award for innovative uses of technology, hired a learning sciences director, and converted a computer lab into a telepresence room.

To collect data to improve teaching & learning

Our students use video and digital recordings of their teaching in order to promote reflection and to analyze student learning. They also use electronic grade books that are specific to the districts in which they are student teaching. In their assessment courses they become aware of the ways in which data can inform curriculum and instructional design.

Manage data to improve teaching and learning

Our students use electronic grade books that are specific to the districts in which they are student teaching.

Analyze data to improve teaching and learning

Our students learn to integrate more quantitative data with qualitative data as they reflect on the impact of their teaching on their students' work products. In addition, the Classroom Inquiry projects for Teach Arizona fall into this category. During student teaching, Teach Arizona students are required to design and implement an action research study of some aspect of their instruction. They gather and analyze relevant qualitative and quantitative data (from assignments,

exams, journals, surveys, observations) to assess how their instruction impacts student learning, attendance, motivation, etc.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

We use four forms of evidence to document our students' proficiency in the use of technology: teaching portfolios, student surveys, principal surveys, and surveys of Human Resource directors. There is convergence across the surveys that our graduates are prepared to work with special needs students. In addition, the portfolios indicate that our student are meeting the InTASC standard, which include diversifying instruction and working with students of varying abilities. We are beginning discussions around ways to better incorporate collaborative teaching into our programs. We are also working with local districts to provide more dual language instructors.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

We use four forms of evidence to document our students' proficiency in the use of technology: teaching portfolios, student surveys, principal surveys, and surveys of Human Resource directors. There is convergence across the surveys that our graduates are prepared to use technology in their instruction. Moreover, the portfolios indicate that our student are meeting ISTE-NETS standards. In addition we are redesigning our classrooms and several of our assignments to increase the effective use of technology in instruction across our programs.

All of our special education 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 the meeting during student teaching.

All of our special education students are required to take two state mandated courses in Structured English Immersion. They are also required to take a course in multi-cultural issues in special education, which includes a focus on special education students who have limited English proficiency. The ADE survey, mentioned previously, indicated that our graduates are rated above the state average in this area.

Section VII Contextual Information

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

For two years in a row our graduates are rated higher than the state average. The principals who hire our teachers feel that they are well prepared. The state has not provided us with results from Year Three or Four, but our own local surveys indicate that cooperating district perceive that our graduates are well prepared to enter the classroom. We are expanding our Teacher Preparation Survey to include cooperating teachers' perceptions of our students capabilities.

Supporting Files

Complete Report Card

AY 2012-13

