

Title II

Higher Education Act

SUBMIT REPORTS

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University of Arizona

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: University of Arizona

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Arizona

Address: College of Education

PO Box 210069

Tucson, AZ, 85721

Contact Name: Dr. Renee Clift

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE 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	Yes
Interview	Yes	Yes
Resume	No	Yes
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: course work completion)	Yes	No

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

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

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

Please provide any additional 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 Program 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.

Total number of students enrolled in 2010-11:	1239
Unduplicated number of males enrolled in 2010-11:	188
Unduplicated number of females enrolled in 2010-11:	1051

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	257

<i>Race</i>	
American Indian or Alaska Native:	37
Asian:	34
Black or African American:	34
Native Hawaiian or Other Pacific Islander:	3
White:	856
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	150
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	56
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	38
Number of students in supervised clinical experience during this academic year	587

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	66
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	155
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	6
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	10
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	31
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	23
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	1
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	25
Teacher Education - Physics	3
Teacher Education - Spanish	15
Teacher Education - Speech	
Teacher Education - Geography	2
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.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	66
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	155

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	10
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	31
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	23
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	1
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	25
Teacher Education - Physics	3
Teacher Education - Spanish	15
Teacher Education - Speech	
Teacher Education - Geography	2
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	4
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 433

2009-10: 397

2008-09: 406

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2010-11</p> <p>Goal: Maintain numbers in progr</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We have informed the main advisor in the Math Center about the secondary mathematics teaching option for all mathematics majors and we are advertising for new students through our web site and through brochures. We are also providing faculty mentoring and ongoing support for current students and have created a web site specifically designed for the Secondary Mathematics Program, as well as the established web site for Teach Arizona. The Mathematics Department and the Teach Arizona program in the College of Education work collaboratively to recruit for one another.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We have learned that it is important to understand that students need a lot of support, encouragement, and nurturing, especially in the upper-division mathematics coursework and that faculty members need to be continuously informed of the Secondary Education Option. Our web site, careful advising, continuous communication with students in the program and assigning faculty members to work with specific students have all been important activities for recruiting and retaining undergraduate students. At the graduate level, working closely with the mathematics department, a new College of Education minor in Adolescents, Community and Education, becoming an institution entitled to receive students received a Woodrow Wilson / Rockefeller Brothers Fellowship and coordinating more closely with the Southern Arizona Leadership Council, Tucson Values Teachers, and the Arizona Technology Council Foundation have been important activities. We are expanding our online capability and plan to begin recruiting in Maricopa County. We have also received a transition to teaching grant that will help with both recruitment and retention.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Maintain numbers in progr</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>To improve recruitment in all areas of science we are partnering with faculty members in the College of Science who are promoting service learning for undergraduates, with the goal of attracting those students into our teacher prep program. We will also encourage science majors who are completing the Adolescents, Community and Education minor to consider entering Teach Arizona. The Agriculture Teacher Education (AGTE) major has adopted a new, targeted recruiting approach that incorporates a number of the concepts found within the Grow Your Own Teachers movement. We have focused on recruiting within local, secondary Agriscience programs and FFA chapters. We have identified over 28 potential freshmen and have already admitted seven graduate students into the university and AGTE</p>

	<p>major. We are also planning a cross-campus STEM Center that will help with both recruiting and continuin professional development.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We have hired a full time, tenure line science educator in the College of Science to work with undergraduates who want to become teachers and another tenure line faculty member in the College of education to work with Teach Arizona. We are also working to develop an aggressive marketing campaign. To increase the numbers in the AGTE program we are also implementing a month-by-month recruitment campaign that revolves around social media networks. We have learned that constant contact with prospective recruits is the best way to keep them engaged and interested in the major. Our most successful strategies include campus visits, guided by current students within the major, and a regular correspondence via the AGTE major Facebook page.</p>
Special education	<p>Academic year: 2010-11</p> <p>Goal: Maintain numbers in progr</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The graduate program is new and is still growing, but the trajectory is promising and we have a 90% retention rate in the program. In addition, eighteen students were enrolled in the master's teacher preparation program in severe disabilities program. We permit students who need to do so to enter our program on an intern certificate, but the majority of students do not pursue this route. At the undergraduate level our goal was to maintain enrollments (24) or increase by 10%. We met the goal and exceeded applicant pool by 2 students. We have extended the application deadline by 90 days and expect to attract 3+ more students for Fall 2011. We are very pleased that a survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the vast majority of our special education graduates are well prepared to teach in their first year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are continuing to develop recruitment activities and investigate new venues for program publicity and public relations events. In addition to recommendations from former students, we have learned that it is essential to keep our web site up-to-date in order to contact and inform potential students. It is also important to meet students in person and to encourage them to enroll in the program. The personal touch is invaluable for making connections and encouraging students to consider the Cross Categorical Program and the graduate teacher preparation program in Severe & Profound Disabilities. Emails and telephone calls asking for information are returned within 48 hours, so that we respond quickly to provide information and program specifics. Recruitment must be ongoing and constant throughout the academic year, not limited to one or two times per year. In addition, we make presentations about the program and distribute recruiting materials in the Freshman Success Class, Freshman Orientation Browse Sessions, and the Future Teachers Club panel presentation. Another benefit for our recruitment and retention rate is that our COE faculty is very active and successful in grant writing to provide scholarship support for students. We are also working to develop 4+1 programs so that elementary and early childhood teachers can obtain a second certification in special education.</p>
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: Coninuous improvementnts</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p>

	<p>Beginning with this academic year (2010-11), our students are required to complete two, three-credit courses in Structured English Immersion. These courses include both the theory of structured English immersion and application of those theories in classrooms. In 2009-10, we created early field experiences that place our students in areas with large proportions of teachers who work with large numbers of English Language Learners (ELL) students. Many of these experiences are in Title I schools. We have also revised instruction in numerous courses to reflect the instruction strategies shared in the SEI courses.</p> <p>In addition to requiring more field placements in schools with large populations of English Language Learners, successful strategies include: requiring lessons on vocabulary and key terms that are then paired with reinforcing activities for each educational objective; home visits for students in the first Structured English Immersion course; and a lesson plan template that asks students to address how instruction is adapted for ELLs. We have begun incorporating the use of strategies, techniques and ideas in the student teaching placement. Although a survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the majority of our graduates are well prepared to teach incorporate English language development into their teaching, we believe that our recent changes will result in even stronger first year teachers. We are also encouraging our student to participate in family and community events.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Some examples of specific programs include an Elementary Teacher Education cohort dedicated to students seeking an ESL or Bilingual endorsement combined with those seeking only elementary certification. These students have over 240 hours in classrooms with ELLs. In our Music Teacher Education program, students are asked to model through performance on an instrument rather than oral responses. Music presents materials in many different modes (aural, visual, kinesthetic) and the basis of teaching music fundamentals is constant repetition and group work. In our Art Teacher Education program we have developed ARE 434/534 to help prospective teachers teach art and visual culture content to diverse learners. Students shared and discussed diversity and social justice issues through the class diversity blog. Throughout the semester they shared many diversity issues that they observe or encounter in their daily context. In Special Education, all students are required to take a course in multicultural issues in special education that includes a focus on special education students who have limited English proficiency. Our ECE program is making great progress with sharing families' stories and cultures across all of the courses and field experiences comprising the program.</p>
Cross-program and Campus Collaboration	<p>Academic year: 2010-11</p> <p>Goal: Increase Collaboration</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The program coordinators from all of the professional preparation programs across the campus began meeting three times a semester. We have adopted a common process for documenting both students who are achieving far beyond expectations or who are not meeting expectations. We are now working toward program accreditation - developing common documentation sites and assessment rubrics.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>To make progress on projects we have found that subgroups that include representatives from two or more colleges not only creates wider buy-in, it also enriches the conversation. We are working toward common electronic teaching portfolios next year.</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
013 -ART Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				91	251
013 -ART Evaluation Systems group of Pearson Other enrolled students	2					

013 -ART Evaluation Systems group of Pearson All program completers, 2010-11	4				94	259
013 -ART Evaluation Systems group of Pearson All program completers, 2009-10	10	268	10	100	100	263
013 -ART Evaluation Systems group of Pearson All program completers, 2008-09	10	267	10	100	100	264
007 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				75	253
007 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1				67	249
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2010-11	13	254	10	77	91	253
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	10	260	10	100	95	258
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2008-09	11	263	11	100	91	254
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2010-11	2				100	263
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	5				89	266
008 -Chemistry Evaluation Systems group of Pearson All program completers, 2008-09	3					
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	21	264	20	95	93	259
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	21	267	21	100	94	260
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	20	264	20	100	99	260
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	26	257	22	85	84	255

001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2				70	247
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	151	258	140	93	90	255
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	131	257	119	91	93	257
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	143	259	137	96	94	259
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				92	262
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2010-11	30	270	30	100	97	264
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	26	272	26	100	97	265
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	19	271	19	100	99	263
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2010-11	1					
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	2					
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2008-09	1					
017 -German Evaluation Systems group of Pearson All program completers, 2009-10	1					
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2010-11	21	258	19	90	89	256
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	13	260	10	77	90	255
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2008-09	11	266	10	91	91	257
010 -MATHEMATICS Evaluation Systems group of Pearson	4				84	256

All enrolled students who have completed all nonclinical courses						
010 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				54	247
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	23	275	23	100	96	263
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	12	276	12	100	99	264
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	23	273	23	100	100	268
014 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				92	253
014 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1					
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2010-11	14	262	14	100	100	264
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	16	269	16	100	96	263
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	12	266	12	100	100	263
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2010-11	3					
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	3				80	250
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2008-09	1					
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2010-11	3				100	265

006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2009-10	3				95	260
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2008-09	5				100	267
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	26	266	25	96	93	265
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	20	267	19	95	85	259
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2010-11	208	267	205	99	96	265
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2009-10	165	266	156	95	96	266
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2008-09	175	268	172	98	98	266
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5				96	263
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson Other enrolled students	5				88	258
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2010-11	147	268	146	99	98	265
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2009-10	147	267	143	97	98	266
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2008-09	146	266	142	97	98	265
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2010-11	21	261	20	95	93	257
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2009-10	21	262	21	100	90	255
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD	20	259	19	95	96	257

Evaluation Systems group of Pearson All program completers, 2008-09						
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	3				55	245
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	2				87	252
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	6				83	255
015 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				94	261
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2010-11	14	254	12	86	83	251
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	13	256	13	100	91	255
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	10	261	10	100	98	260
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson Other enrolled students	15	256	12	80	79	250
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2010-11	31	264	29	94	95	262
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2009-10	10	261	10	100	97	260
022 -Special Ed.: Cross-Category Evaluation Systems group of Pearson All program completers, 2008-09	13	264	13	100	98	260
024 -SPECIAL ED.: EMOTIONAL DISABILITY Evaluation Systems group of Pearson All program completers, 2008-09	1					
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson Other enrolled students	4					

026 -SPECIAL ED.: HEARING IMPAIRED Evaluation Systems group of Pearson All program completers, 2010-11	3					
026 -Special Ed.: Hearing Impaired Evaluation Systems group of Pearson All program completers, 2009-10	4					
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, 2009-10	8				92	257
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson All program completers, 2008-09	2				94	251
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson Other enrolled students	1					
030 -SPECIAL ED.: SEV. & PROF. DISABLED Evaluation Systems group of Pearson All program completers, 2010-11	10	263	10	100	96	261
030 -Special Ed.: Sev. & Prof. Disabled Evaluation Systems group of Pearson All program completers, 2008-09	11	267	11	100	100	267
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2010-11	8					
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2009-10	11	255	9	82	82	255
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2008-09	5					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	396	369	93	91
All program completers, 2009-10	354	329	93	94
All program completers, 2008-09	354	340	96	95

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. Technology

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**

No

- **use technology effectively to analyze data to improve teaching and learning**

No

Provide a description of how your program 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 how your program 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.

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

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 how your program 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 provide coursework infused with reading and discussions of theoretical frameworks such as Response to Intervention and we provide coursework in the integration of special students with diverse abilities into the regular secondary classrooms. Our elementary and secondary methods course have complete units focusing on special needs students and the accommodations that need to be made in the art and music classrooms. In addition to presenting information about high-incidence and low-incidence disabilities, we focus on best practices in differentiated instruction. The department addresses the need for strategies invite local special education educators into our classrooms for workshops. The special education staff provides our students with instruction that covers both the legal aspects of special education instruction and key strategies that work within the Agriscience classroom experience. The ADE survey, mentioned previously, indicated that our graduates are rated above the state average in this area.

All of our students take the two, state required Structured English Immersion (SEI) courses and assignments in coursework throughout program are directly tied to effectively teaching English Language Learning (ELL) students. They have the opportunity to implement SEI strategies during methods and student teaching experiences. Documentation of those experiences is required in their portfolios and in the supervisors' evaluations. The ADE survey, mentioned previously, indicated that our graduates are rated above the state average in this area.

All of our general education students have the opportunity to participate in IEP meetings during student teaching, when their cooperating teachers are involved in IEP consultations. When appropriate, they often take a role in leading a portion of the meeting. Prior to student teaching, general education students have opportunities to observe IEP meetings.

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 how your program 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.

All of our special education students have multiple opportunities to teach children with disabilities during early field experiences and during student teaching. The ADE survey, mentioned previously, indicated that our graduates are rated above the state average in this area.

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 the second year in a row our graduates are rated higher than the state average. The principals who hire our teachers feel that they are well prepared.

Supporting Files

[UA Principal Survey](#)

University of Arizona

Traditional Program

2010-11

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Title II, Higher Education Act

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