Title II
Higher Education Act

SUBMIT REPORTS

University of Arizona
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Arizona
Institution/Program Type: Traditional
Academic Year: 2011-12
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 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 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 2011-12

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 2011-12

3.25

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	No
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 2011-12

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 2011-12

3.5

Section I.c 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 2011-12:	1077
Unduplicated number of males enrolled in 2011-12:	270
Unduplicated number of females enrolled in 2011-12:	807

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	205
Race	
American Indian or Alaska Native:	21
Asian:	32
Black or African American:	16
Native Hawaiian or Other Pacific Islander:	6
White:	765
Two or more races:	32

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

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	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	30
Number of students in supervised clinical experience during this academic year	356

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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	22
Teacher Education - Elementary Education	127
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Educatiou - Agriculture	3
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	10
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	24
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	13
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	4
Teacher Education - French	
Teacher Educatiou - German	
Teacher Education- History	8
Teacher Education - Physics	5
Teacher Education - Spanish	2
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: Americau Government	2

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	22
Teacher Education - Elementary Education	127
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	3
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	10
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	24
Teacher Education - Music	13
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	13

Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	4
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	5
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
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	2
Sociology	
Visual and Performing Arts	
History	8
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: Spanish	2

Section I.f Program Completers

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

2011-12: 293

2010-11: 433

2009-10: 397

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

0

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

We have created a Center for Recruitment and Retention in Mathematics to assist with the undergraduate mathematics teacher education program and we have expanded our graduate level, Teach Arizona program into the Chandler area.

Unfortunately, neither strategy is increasing the numbers of mathematics teachers. We need to explore other options - and districts and schools need to raise salaries.

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

Recruiting alone is not the answer - prospective teachers need to feel that they are entering a profession with good working conditions and a reasonable salary.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

0

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.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

It is too early to predict.

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

0

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The undergraduate science program is beginning to expand into rural areas, working collaboratively with community colleges and utilizing distance technologies. We believe that this will improve our numbers over time.

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

In addition to the above, the Teach Arizona graduate program has expanded into the Chandler area and we believe this is beginning to pay off. We anticipate larger numbers over the next few years.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

It it too early to predict.

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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

10

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Many of our special education programs are grant funded. Several of the grants were not renewed, resulting in a drop in enrollments, particularly at the graduate level.

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

We are revising our programs, intensifying our recruiting efforts, and reapplying for grants.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Our undergraduate recruiting is paying off.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

It is too early to predict.

Section II. Annual Goals - LEP

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

We have a bilingual endorsement for our elementary education program, as well as an ESL endorsement. I am only reporting on those who obtained the ESL endorsement in 2011-12. We had no bilngual endorsed students in 2011-12.

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

We are recruiting more heavily and, also, having some discussions around program change.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing 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

Provide any additional comments, exceptions and explanations below:

The combined ESL/bilingual endorsements for 2012-13 are higher because of our recruiting and advising efforts.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

It is too early to predict.

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. 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 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 nonclinical courses	1			
013 -ART Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8			
013 -ART Evaluation Systems group of Pearson Other enrolled students	1			
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			
013 -ART Evaluation Systems group of Pearson All program completers, 2009-10	11	268	11	100
007 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
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	254	10	77
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	10	260	10	100
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			
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	5			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
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
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	21	267	21	100
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			

001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	122	260	118	97
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	152	258	148	97
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	131	257	120	92
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	9			
002 -ENGLISH Evaluation Systems group of Pearsou All program completers, 2011-12	9			
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2010-11	30	270	30	100
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	26	272	26	100
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			
017 -GERMAN Evaluation Systems group of Pearson All program completers, 2009-10	1			
005 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
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
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	13	260	11	85
010 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4			

010 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	22	272	21	95
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	23	275	23	100
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	12	276	12	100
014 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5			
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
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	16	269	16	100
009 -PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	3			
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			
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			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2009-10	3			

091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	271	11	100
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	13	259	13	100
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2011-12	149	267	147	99
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2010-11	210	267	207	99
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2009-10	165	266	156	95
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	20	265	19	95
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson Other enrolled students	1			
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
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2009-10	148	267	144	97
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
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	261	20	95
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2009-10	21	262	21	100
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	3			

003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	2			
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	252	12	80
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	13	256	13	100
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson Other enrolled students	2			
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	32	264	30	94
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2009-10	10	261	10	100
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	2			
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			
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 All program completers, 2011-12	1			

027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson All program completers, 2009-10	8			
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 Pearsou All program completers, 2010-11	10	266	9	90
032 -SPECIAL ED.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2009-10	11	255	9	82

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	269	259	96
All program completers, 2010-11	401	384	96
All program completers, 2009-10	355	332	94

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

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.

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 meetiug 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

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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 instructiou. 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, but our own local surveys indicate that cooperating district perceive that our graduates are well prepared to enter the classroom.

Supporting Files

University of Arizona
Traditional Program
2011-12

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