

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of Arizona

Institution/Program Type: Alternative, IHE-based

Academic Year: 2013-14

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 alternative, ihe-based 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?
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Special Education Cross Categorical	No
Special Education Severly Profound	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.coe.arizona.edu/dps/apply>

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

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?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
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Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported

Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

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

Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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 2013-14

3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3

Please provide any additional comments about the information provided above:

We did not have students in the alternate route this year.

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 2013-14:	0
Unduplicated number of males enrolled in 2013-14:	0
Unduplicated number of females enrolled in 2013-14:	0

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	263
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

No teachers prepared in academic year 2013-14

Subject Area	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

No teachers prepared in academic year 2013-14

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - 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	
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:	
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Section I.f Program Completers

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

2013-14: 0

2012-13: 0

2011-12: 0

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/oep/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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers does your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

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/oep/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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in science in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

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/oep/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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

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/oep/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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

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.

No

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

No

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.

No

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

No

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

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

Section III Assessment Pass Rates

No assessment pass rates are available for this program for the current reporting year.

Confirmed

Please provide an explanation:

Section III Summary Pass Rates

No summary pass rates are available for this program for the current reporting year.

Confirmed

Please provide an explanation:

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

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

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
No
- participate as a member of individualized education program teams
No
- teach students who are limited English proficient effectively
No

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.

N/A

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.

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

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

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

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

Courses taken during Semester-II Spring provide information about: (a) comprehensive functional educational assessment of students with severe and multiple disabilities through the use of available assessment tools and observation of student performance (SERP 513 & SERP 593); (b) best educational practices for the target population including adapting for educational needs in typical classrooms, systematic instruction, and community-based instruction (SERP 513); and (c) assessment and programming for augmentative communication development (SERP 518).

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

For the second year (last year) of the Intern Certificate, students take their remaining SERP 593 internship credits; supervision and intern assignments focus upon applying best educational practices in the classroom and the responsibilities of the classroom teacher: planning and implementation of instructional programs for individual students and for groups of students; collaboration with regular educators; supervision of paraprofessionals and volunteers; and participation in collaborative team meetings, IEP development, student portfolio development, and parent conferences. Students write evaluation reports on individual learners, which become part of the learner's permanent record. The procedure used to observe students, monitor their progress, and provide feedback was described earlier. During these last two semesters, students must demonstrate acquisition of all the performance competencies required of the internship program.

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.

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

Supporting Files