

Title II Higher Education Act

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University of Arizona
Alternative, IHE-based Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Arizona
Institution/Program Type: Alternative, IHE-based
Academic Year: 2009-10
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	NA	Yes
Fee/Payment	NA	Yes
Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	Yes

Experience in a classroom or working with children	NA	Yes
Minimum number of courses/credits/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	No
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	No
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	No
Recommendation(s)	NA	Yes
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	No
Beachelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: n/a)	NA	No

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

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

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

Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

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 2009-10:	1
Unduplicated number of males enrolled in 2009-10:	0
Unduplicated number of females enrolled in 2009-10:	1

2009-10	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:	1
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	263
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.08
Number of students in supervised clinical experience during this academic year	1

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Special Education	1
TOTAL	1

Subject area	Number prepared
Severely & Profoundly Disabled	1
TOTAL	1

Section I.e Program Completers

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

2009-10: 1

2008-09: 1

2007-08: 0

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: 2009-10</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Respond to district need</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>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.</p> <p>Our strategies for meeting the primary goal were to follow the Arizona Department of Education 2-year intern certificate requirements, develop a memorandum of agreement with the collaborating school district(s), and plan a program of study for the special education teacher(s) hired by the collaborating school district(s) to attain state certification in the area of severe</p>

	<p>disabilities.</p> <p>Active collaboration and communication with participating school districts and the Arizona Department of Education have been the foundation of the alternative program to meet the goal of preparing and retaining highly qualified teachers in the field of severe disabilities.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Our lessons learned were that we needed to increase collaborative efforts with the on-site school principal or vice principal to support and possibly assist in the supervision of teachers in the intern certificate program. Teachers in the program have dual roles: a hired faculty member and graduate student in a university program. Increasing the collaboration with the on-site principal/vice principal would not only provide additional coordinated supervisory support but also help in the clarification of roles and expectations regarding teaching competencies and implementation of best educational practices.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: Meet ADE guidelines</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.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>All students in program must have two courses in SEI before they receive their UA COE Institutional Recommendation. Within foundations, methods, and practicum/internship core courses, we integrate universal design strategies and strategies to adapt and modify curriculum in inclusive setting. We train our teachers to learn co-teaching strategies and cooperative learning strategies which align with successful strategies in instructing learners with limited English proficiency.</p>
<p>Offering this program to undergraduate students during 2010-11</p>	<p>Academic year: 2009-10</p> <p>Goal: Begin discussions</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We are working with two other low incidence programs (Deaf and Hard of Hearing and Blind and Visually Impaired) to develop a new undergraduate option. These discussion have occurred within the department and have been shared with the Associate Dean and Dean of the College of Education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Set regular meetings, develop a draft campus proposal, begin identifying funding sources.</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.

No

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

No

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

No

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

No

Prospective teachers receive training on how 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 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
091 - PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2008-09	2				100	274
030 -Special Ed.: Sev. & Prof. Disabled Evaluation Systems group of Pearson All program completers, 2008-09	2					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	2			100
All program completers, combined 3 academic years	2			92

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

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 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

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 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.

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 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.

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

University of Arizona
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Section VIII Report Card Certification

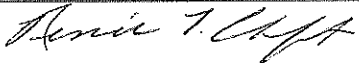
Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program:



Title:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer:



Title:

Certify and Submit Report Card

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