

Title II Higher Education Act

SUBMIT REPORTS

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University of Arizona
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Arizona
Institution/Program Type: Traditional
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	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	No

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

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

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

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

Other varies by program

Does your initial teacher certification program conditionally admit students? Yes

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

Possible conditions include additional time to complete experience hours with children, or particular course work required to apply is in progress instead of completed

Section I.b Program Enrollment

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

Total number of students enrolled in 2009-10:	1135
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Unduplicated number of males enrolled in 2009-10:	181
Unduplicated number of females enrolled in 2009-10:	954

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	226
<i>Race</i>	
American Indian or Alaska Native:	23
Asian:	13
Black or African American:	25
Native Hawaiian or Other Pacific Islander:	1
White:	724
Two or more races:	55

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	150
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	56
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	38
Number of students in supervised clinical experience during this academic year	494

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

The numbers of clock hours vary widely across campus and so the number we have reported above are based on the varied program requirements and the enrollment in the programs.

There is no graduate student category for faculty supervisors, so we have grouped graduate students with faculty.

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
Agricultural Education	17
Art	12
Dramatic Arts	6
Early Childhood Education	22

Elementary Education	139
English	11
French	2
German	1
History	14
Math Education	11
Music	19
Physical Education	23
Political Science	3
Science Education	13
Social Studies	1
Spanish	11
Special Education	48
Teaching & Teacher Ed	44
TOTAL	397

Subject area	Number prepared
Art	12
Biology	13
Chemistry	6
Cross Categorical	12
Dramatic Arts	6
Early Childhood Education	22
Elementary Education	139
English	27
French	2
General Science	7
German	1
Hearing Impaired	6
History	14
Learning Disability	13
Math	14
Music	19
Physical Education	23
Physics	3

Political Science	3
Severely & Profoundly Disabled	1
Social Studies	7
Spanish	14
Standard Career & Technical Ed	17
Visually Impaired	16
TOTAL	397

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: 397

2008-09: 406

2007-08: 399

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: Increase graduates in 09-</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In 2009-2010, three mathematics graduate students and 11 undergraduate students completed our programs. We anticipate that in May 2011 five mathematics graduate students and 18 undergraduates will complete the program. Currently, there are 99 students in the undergraduate mathematics program pipeline and five in the Teach Arizona graduate program. By the end of the 2011 academic year we will have a total of 116 undergraduates and 46 graduate students who have completed our programs. We are slowly and steadily increasing the number of mathematics teachers we are producing.</p> <p>The strategies we are using to achieve our goals of increasing the numbers of mathematics teachers include actively recruiting mathematics majors to consider teaching and encouraging students who</p>

graduate with a BS or BA degree in mathematics to go into Teach Arizona master's degree program. We have informed the main advisor in the Math Center about the secondary mathematics teaching option for all mathematics majors and we are advertising for new students through our web site and through brochures. We are also providing faculty mentoring and ongoing support for current students and have created a web site specifically designed for the Secondary Mathematics Program, as well as the established web site for Teach Arizona. The Mathematics Department and the Teach Arizona program in the College of Education work collaboratively to recruit for one another.

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

We have learned that it is important to understand that students need a lot of support, encouragement, and nurturing, especially in the upper-division mathematics coursework and that faculty members need to be continuously informed of the Secondary Education Option. Our web site, careful advising, continuous communication with students in the program and assigning faculty members to work with specific students have all been important activities for recruiting and retaining undergraduate students. At the graduate level, working closely with the mathematics department, a new College of Education minor in Adolescents, Community and Education, becoming an institution entitled to receive students received a Woodrow Wilson / Rockefeller Brothers Fellowship and coordinating more closely with the Southern Arizona Leadership Council, Tucson Values Teachers, and the Arizona Technology Council Foundation have been important activities. We are expanding our online capability and plan to begin recruiting in Maricopa County.

Science

Academic year: 2009-10

Goal: Increase graduates in 09-

Goal met? Yes

Description of strategies used to achieve goal:

We set a goal of increasing our science-teaching graduates and we had hope to prepare 20 undergraduate science teachers a year for each of the five years, 2007-2011. During this time, we prepared a total of 65 undergraduate teachers. At the graduate level we had 16 science teachers complete the program in 2010 and ten will complete in 2011. In agriculture, 17 students completed the program in 2010. Therefore we are increasing our graduates, but still fall short of our more ambitious target.

To improve recruitment in all areas of science we will be partnering with faculty members in the College of Science who are promoting service learning for undergraduates, with the goal of attracting those students into our teacher prep program. We will also encourage science majors who are completing the Adolescents, Community and Education minor to consider entering Teach Arizona. The Agriculture Teacher Education (AGTE) major has adopted a new, targeted recruiting approach that incorporates a number of the concepts found within the Grow Your Own Teachers movement. We have focused on recruiting within local, secondary Agriscience programs and FFA chapters. We have identified over 28 potential freshmen and have already admitted seven graduate students into the university and AGTE major.

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

We have hired a full time, tenure line science educator in the College of Science to work with undergraduates who want to become teachers and another tenure line faculty member in the College of education to work with Teach Arizona. We are also working to develop an aggressive marketing campaign. To increase the numbers in the AGTE program we are also implementing a month-by-month

	<p>recruitment campaign that revolves around social media networks. We have learned that constant contact with prospective recruits is the best way to keep them engaged and interested in the major. Our most successful strategies include campus visits, guided by current students within the major, and a regular correspondence via the AGTE major Facebook page.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase graduates in 09-</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>At the graduate level we have increased our enrollment in the graduate level Cross Categorical Special Education program by 50%, for a total of 7 students. The graduate program is new and is still growing, but the trajectory is promising and we have a 90% retention rate in the program. In addition, eighteen students were enrolled in the master's teacher preparation program in severe disabilities program. We permit students who need to do so to enter our program on an intern certificate, but the majority of students do not pursue this route. At the undergraduate level our goal was to maintain enrollments (24) or increase by 10%. We met the goal and exceeded applicant pool by 2 students. We have extended the application deadline by 90 days and expect to attract 3+ more students for Fall 2011. We are very pleased that a survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the vast majority of our special education graduates are well prepared to teach in their first year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We are continuing to develop recruitment activities and investigate new venues for program publicity and public relations events. In addition to recommendations from former students, we have learned that it is essential to keep our web site up-to-date in order to contact and inform potential students. It is also important to meet students in person and to encourage them to enroll in the program. The personal touch is invaluable for making connections and encouraging students to consider the Cross Categorical Program and the graduate teacher preparation program in Severe & Profound Disabilities. Emails and telephone calls asking for information are returned within 48 hours, so that we respond quickly to provide information and program specifics. Recruitment must be ongoing and constant throughout the academic year, not limited to one or two times per year. In addition, we make presentations about the program and distribute recruiting materials in the Freshman Success Class, Freshman Orientation Browse Sessions, and the Future Teachers Club panel presentation. Another benefit for our recruitment and retention rate is that our COE faculty is very active and successful in grant writing to provide scholarship support for students.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: Continuous improvements</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Beginning with this academic year (2010-11), our students are required to complete two, three-credit courses in Structured English Immersion. These courses include both the theory of structured English immersion and application of those theories in classrooms. In 2009-10, we created early field experiences that place our students in areas with large proportions of teachers who work with large numbers of English Language Learners (ELL) students. Many of these experiences are in Title I</p>

	<p>schools. We have also revised instruction in numerous courses to reflect the instruction strategies shared in the SEI courses.</p> <p>In addition to requiring more field placements in schools with large populations of English Language Learners, successful strategies include: requiring lessons on vocabulary and key terms that are then paired with reinforcing activities for each educational objective; home visits for students in the first Structured English Immersion course; and a lesson plan template that asks students to address how instruction is adapted for ELLs. We have begun incorporating the use of strategies, techniques and ideas in the student teaching placement. Although a survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the majority of our graduates are well prepared to teach incorporate English language development into their teaching, we believe that our recent changes will result in even stronger first year teachers.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Some examples of specific programs include an Elementary Teacher Education cohort dedicated to students seeking an ESL or Bilingual endorsement combined with those seeking only elementary certification. These students have over 240 hours in classrooms with ELLs. In our Music Teacher Education program, students are asked to model through performance on an instrument rather than oral responses. Music presents materials in many different modes (aural, visual, kinesthetic) and the basis of teaching music fundamentals is constant repetition and group work. In our Art Teacher Education program we have developed ARE 434/534 to help prospective teachers teach art and visual culture content to diverse learners. Students shared and discussed diversity and social justice issues through the class diversity blog. Throughout the semester they shared many diversity issues that they observe or encounter in their daily context. In Special Education, all students are required to take a course in multicultural issues in special education that includes a focus on special education students who have limited English proficiency.</p>
<p>Cross-program and Campus Collaboration</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase Collaboration</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The program coordinators from all of the professional preparation programs across the campus began meeting three times a semester in 2008-09. In the first year we learned about one another's programs and program features. We began the second year with a retreat to establish goals for the year. In that meeting we decided to begin developing a cross-program process for documenting both students who are achieving far beyond expectations or who are not meeting expectations. A subgroup has created a draft document, which we will discuss and adopt at our Fall 2011 retreat.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We have learned that program coordinators want to meet and work together. To facilitate this, we have established regular meeting times, which we keep to one hour. To make progress on projects we have found that subgroups that include representatives from two or more colleges not only creates wider buy-in, it also enriches the conversation. We plan on working toward common electronic teaching portfolios next year.</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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:

Response to LEAS & State / Training linked to needs of schools

We house the only programs that prepare agriculture teachers, teachers for the visually impaired, and teachers for the Deaf and hard of hearing. These three programs meet crucial state and local needs. The Agriculture Education Department has partnered with the Arizona Agriculture Teachers Association and the Arizona Department of Education to design and implement a statewide Agriscience curriculum. The Agriculture Education Department has also facilitated a number of professional development activities to provide continuing education units and professional development clock hours to be utilized during recertification.

Because of our Professional Preparation Board (PPB), which brings U of A educators together with district administrators once a month, we are able work closely with districts regarding placements of students in early field experiences and in student teaching. Our students are allowed to substitute teach on Fridays in the Flowing Wells Immersion Program, which addresses the districts' needs to have qualified substitute teachers. We interact with personnel from local school districts at our monthly PPB meetings, and maintain close contact with the secondary science teachers who welcome our students into their classrooms. Thus, we can be responsive to their needs whenever possible. For example, one particular middle school's administration is eager to make dramatic improvements with their students in mathematics. The middle school is low performing in mathematics assessment scores, and they have asked us to create a partnership with the UA preservice teachers by having a cohort of our students in their mathematics classrooms working directly with the middle school students and the teachers (UA/Wakefield Partnership).

We have increased the number of early fieldwork placements in Title I schools, providing additional support at elementary and early childhood sites. We have also provided math and science professional development for elementary teachers at two elementary school sites where we place our students (Beyond Bridging grant). We have also worked with elementary and early childhood sites where we place students prior to student teaching on projects that support the school community, for example family literacy events in the evening. In our Physical Education program (and in the Physical Education courses for

our undergraduate students) we have addressed the need to include content regarding physical activity and health in the elementary classroom, stressing that physical activity and healthy nutrition habits early in a child's life provides a better chance of those habits staying with the child as progress toward adulthood.

Our Art Teacher Education Program engages students in community outreach that will enable teachers to make community-school connections (ARE 420/520). ARE 425/525 engages students in working with the Tucson Unified School District alternative school at the Tucson Museum of Art. Students teach lessons for the museum school. Art students also volunteer to fill requests from schools for art activities; art faculty members respond to a variety of requests from schools, from jurying shows to giving talks in the schools and on the university campus. ARE 438/538 Wildcat Art (Saturday Morning Laboratory School) provides visual arts programming to children and youth from the local community. Over 90 local children attend this program each spring semester. Our Music Education program has students complete a service learning component for every music education methods course. These hours are completed in the local schools and provide one-on-one instruction for students needing assistance and/or enrichment.

The large majority of student interns in the Cross Categorical program receive job offers (letters of intent) prior to their completion of the student teaching semester. We provide excellent graduates who are frequently hired as faculty within the schools where they student teach.

SpEd teachers receive training in core academic coursework

At the graduate level, prospective students who have a bachelors degree in core content areas are increasingly becoming interested in our graduate program. Our advising process now includes counseling on the criteria to become a "highly qualified" special education teacher at elementary and secondary levels. In the future we will develop a brochure that can be made available to undergraduates preparing to graduate with degrees in core areas.

At the undergraduate level students in the Cross Categorical program take a 15 credit Methods Block which addresses these elementary content areas, and while enrolled in this Methods Block students are placed in school sites where the coursework is delivered and students are required to apply their content knowledge. This technique is very successful; Cross Cat students easily pass the Elementary Content Knowledge portion of the state certification exam. A survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the vast majority of our graduates are well prepared to teach general content.

GenEd training to teach children with disabilities

We have offered the Adapted Physical Education class (PE 371a). In the Adapted PE class we looked at all the specific disabilities included in the Individuals with Disability Act (IDEA), as well as, how to address the various disabling conditions. Students are asked to modify and/or adapt physical activities and/or games in order to meet the abilities and needs of students with a disability. In Art Education, all courses address a variety of learning strategies and diversity in learning needs, especially ARE 434. We provide coursework infused with reading and discussions of theoretical frameworks such as Response to Intervention and we provide coursework in the integration of special students with diverse abilities into the regular secondary classrooms. Our elementary and secondary methods course have complete units focusing on special needs students and the accommodations that need to be made in the art and music classrooms. In addition to presenting information about high-incidence and low-incidence disabilities, we focus on best practices in differentiated instruction. The department addresses the need for strategies invite local special education educators into our classrooms for workshops. The special education staff provides our students with instruction that covers both the legal aspects of special education instruction and key strategies that work within the Agriscience classroom experience. A survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the majority of our graduates are well prepared to differentiate instruction to meet the learning needs of all students, but we believe that there is room for improvement in this area, and we will continue to work on this.

GenEd training to teach LEP

As noted above, beginning with this academic year (2010-11), our students are required to complete two, three-credit courses in structured English immersions. These courses include both the theory of structured English immersion and application of those theories in classrooms. In 2009-10, we created early field experiences that place our students in areas with large proportions of teachers who work with large numbers of English Language Learners (ELL) students. Many of

these experiences are in Title I schools. We have also revised instruction in numerous courses to reflect the instruction strategies shared in the SEI courses.

In addition to requiring more field placements in schools with large populations of English Language Learners, successful strategies include: requiring lessons on vocabulary and key terms that are then paired with reinforcing activities for each educational objective; home visits for students in the first Structured English Immersion course; and a lesson plan template that asks students to address how instruction is adapted for ELLs. We have begun incorporating the use of strategies, techniques and ideas in the student teaching placement. Although a survey of Arizona principals, conducted by the Arizona Department of Education, indicated that the majority of our graduates are well prepared to teach incorporate English language development into their teaching, we believe that our recent changes will result in even stronger first year teachers.

GenEd -- low income families

For both low income and urban/rural students, our students discuss the importance of looking at children as individuals who bring funds of knowledge to the school, based on their rich heritage as family and community members. We place our students in a variety of school settings, many of the in Title I schools. We have been increasing the number of Title I placements for all of our programs. Theoretical frameworks embedded in coursework reflecting ways to improve learning conditions for students from poverty. We provided numerous program specific examples above. There was no question on the ADE survey of principals that related to this question, but we are aware that we can continue to improve in this area.

Urban/rural schools

Almost all of our students have early field placements and student teaching placements in the Greater Tucson Area, which means that they are working in urban schools. Our Elementary, Early Childhood, and Cross Categorical programs participate in the Rodel Exemplary Teacher Program, which means we place selected, promising student teachers in low-income schools in classrooms with teachers whose test score gains are above average. These student teacher commit to teaching in a high needs school themselves. Over the past six years we have graduated 115 Rodel student teachers who have then gone on to teach in low-income schools. Pre-service teachers within the Agriculture Education major are given multiple opportunities to experience both urban and rural Agriscience programs throughout the state of Arizona. Early field experiences allow students to spend time and observe teachers in both urban and rural programs. The department has also adopted a student teacher placement strategy that strives to place students who are alumni of urban programs into cooperating centers in rural areas and rural alumni in urban areas. The strategy of expanding teacher's views by placing them in very different centers than they experienced as high school students has been very successful. In Music Education, the Outreach Band, in which many of our students intern, has a large percentage of its population from the rural areas of southern Arizona. Student in our Special Education program participate in an optional summer program that includes teaching in rural areas in Mexico (Verano en Mexico). There was no question on the ADE survey of principals that related to this question, but we are aware that we can continue to improve in this area.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
013 -ART Evaluation Systems group of Pearson All program completers, 2009-10	10	268	10	100	100	263
013 -ART Evaluation Systems group of Pearson All program completers, 2008-09	10	267	10	100	100	264

013 -ART Evaluation Systems group of Pearson All program completers, 2007-08	17	261	17	100	98	259
007 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1				48	238
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	9				96	258
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2008-09	11	263	11	100	89	254
007 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2007-08	12	264	12	100	97	258
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	5				89	266
008 -Chemistry Evaluation Systems group of Pearson All program completers, 2008-09	3					
008 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2007-08	2				93	253
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	21	267	21	100	94	261
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	20	264	20	100	99	260
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	22	259	20	91	84	255
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	129	257	114	88	91	256
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	142	259	135	95	94	258
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	199	265	194	97	94	262
002 -ENGLISH Evaluation Systems group of Pearson	1				90	263

All enrolled students who have completed all nonclinical courses						
002 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	2				86	254
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	26	272	26	100	97	265
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	19	271	19	100	98	263
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2007-08	18	269	18	100	98	262
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	2					
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2008-09	1					
016 -FRENCH Evaluation Systems group of Pearson All program completers, 2007-08	1					
004 -GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2007-08	1					
017 -German Evaluation Systems group of Pearson All program completers, 2009-10	1					
018 -Health Evaluation Systems group of Pearson All program completers, 2007-08	4				100	264
005 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				72	252
005 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1				47	240
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	13	260	10	77	87	254
005 -HISTORY Evaluation Systems group of Pearson All program completers, 2008-09	11	266	10	91	90	257

005 -HISTORY Evaluation Systems group of Pearson All program completers, 2007-08	9				89	254
010 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				83	255
010 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1				52	242
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	12	276	12	100	97	264
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	23	273	23	100	100	268
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2007-08	14	280	14	100	98	266
014 -MUSIC Evaluation Systems group of Pearson Other enrolled students	2					
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	14	269	14	100	94	263
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	12	266	12	100	100	263
014 -MUSIC Evaluation Systems group of Pearson All program completers, 2007-08	12	263	12	100	100	259
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	3				60	247
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2008-09	1					
009 -PHYSICS Evaluation Systems group of Pearson All program completers, 2007-08	2					
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2009-10	3				95	260
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson	5				100	267

All program completers, 2008-09						
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2007-08	3				100	270
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	32	266	29	91	93	264
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	17	272	17	100	88	260
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2009-10	161	265	149	93	95	266
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2008-09	173	267	170	98	97	266
091 -PROFESSIONAL KNOWLEDGE - ELEMENTARY Evaluation Systems group of Pearson All program completers, 2007-08	229	269	227	99	97	266
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	8				96	264
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson Other enrolled students	9				79	253
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2009-10	146	267	139	95	97	266
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2008-09	145	265	140	97	97	265
092 -PROFESSIONAL KNOWLEDGE - SECONDARY Evaluation Systems group of Pearson All program completers, 2007-08	128	268	127	99	98	266
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2009-10	21	262	21	100	92	255
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2008-09	20	259	19	95	94	257

003 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				65	247
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	2				88	254
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	6				81	254
003 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2007-08	3				87	257
015 -SPANISH Evaluation Systems group of Pearson Other enrolled students	3					
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	13	256	13	100	94	256
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	10	261	10	100	95	260
015 -SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	7				97	258
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	6				87	257
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson Other enrolled students	3				76	251
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2009-10	10	261	10	100	97	260
022 -Special Ed.: Cross-Category Evaluation Systems group of Pearson All program completers, 2008-09	13	264	13	100	98	260
022 -SPECIAL ED.: CROSS-CATEGORY Evaluation Systems group of Pearson All program completers, 2007-08	15	266	15	100	96	261
024 -SPECIAL ED.: EMOTIONAL DISABILITY Evaluation Systems group of Pearson All program completers, 2008-09	1					

026 -Special Ed.: Hearing Impaired Evaluation Systems group of Pearson Other enrolled students	5					
026 -Special Ed.: Hearing Impaired Evaluation Systems group of Pearson All program completers, 2009-10	4					
026 -Special Ed.: Hearing Impaired Evaluation Systems group of Pearson All program completers, 2007-08	4					
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson Other enrolled students	3					
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson All program completers, 2009-10	7				91	254
027 -SPECIAL ED.: LEARNING DISABILITY Evaluation Systems group of Pearson All program completers, 2008-09	2				94	251
030 -Special Ed.: Sev. & Prof. Disabled Evaluation Systems group of Pearson Other enrolled students	5					
030 -Special Ed.: Sev. & Prof. Disabled Evaluation Systems group of Pearson All program completers, 2008-09	11	267	11	100	100	267
030 -Special Ed.: Sev. & Prof. Disabled Evaluation Systems group of Pearson All program completers, 2007-08	8				100	262
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5					
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson Other enrolled students	1					
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2009-10	11	255	9	82	82	255
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2008-09	5					
032 -Special Ed.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2007-08	3					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	347	316	91	92
All program completers, 2008-09	352	336	95	94
All program completers, 2007-08	358	349	97	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

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
No
- use technology effectively to analyze data to improve teaching and learning
No

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The majority of our incoming students have proficiency across numerous technologies. In addition, many courses incorporate a variety of technologies, presentation formats, and web sites. Desire to Learn (D2L), a university-wide online platform for sharing information with students in particular sections for a class, is used nearly all teacher preparation courses. Instructors model teaching with technologies such as interactive White Boards, and we also address using technology tools in our subject methods courses, where we have students work with tools for data collection and analysis. Strategies that have proven most successful include requiring students to develop lesson plans that require high school students to utilize key pieces of technology within their own class projects. In mathematics methods courses, software such

as Geogebra and Geometer's Sketchpad, graphing calculators, and motion detectors for data collection and graph displays are widely used. In Art Education, ARE 469/569 addresses intensive usage of technologies such as Second Life in teaching situations. In fall 2010, this course was co-taught in Second life with a professor at Penn State University. Students also gain a first-hand experience of technology, working on digital art/ animation/ web design projects. In the Special Education program, specific coursework focuses on the integration of technology into teaching and learning and use of devices such as laptops, netbooks, PDAs, lightscribe pens, Smart Boards, and other applications. Special education students learn and develop technology for adaptive devices by creating an adaptation for a student, use it, and report back), and students attend the technology presentations created and presented by the DRC (Disability Resource Center), which highlights technology for use in classroom settings with a variety of disabilities. In general, we are continuing to increase the number of assignments in which students use technology and we are providing professional development experiences for faculty members, such as the K-12 Summer Technology Camp which has resulted in faculty being more current with technology and incorporating more technology into their courses. Many of the programs require student teaching portfolios and require students to demonstrate the use of technology in teaching practices. While many of our programs solely use electronic portfolios, we are exploring the possibility of requiring electronic portfolios for all of our students—across programs. Although the ADE survey of principals indicated that they were quite satisfied with our students' preparation to use technology, we believe we have room to grow in this area.

To collect data to improve teaching & learning

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

Manage data to improve teaching and learning

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

Analyze data to improve teaching and learning

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

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

We provide coursework infused with reading and discussions of theoretical frameworks such as Response to Intervention and we provide coursework in the integration of special students with diverse abilities into the regular secondary

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

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

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

Does your program prepare special education teachers to:

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

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

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

All of our special education students have multiple opportunities to participate on IEP teams during student teaching and in early field experiences. Where appropriate, they have the opportunity to lead portions of the meeting during student teaching.

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

Section VII. Contextual Information

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

See attached PDF.

Supporting Files

Contextual Information

University of Arizona

Traditional Program

2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II Higher Education Act

SUBMIT REPORTS

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University of Arizona
Traditional Program
2009-10

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:

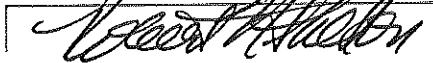


Title:

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

University of Arizona
Traditional Program
2009-10

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Contextual Information
2009-10

In the Arizona Department of Education's survey of principals, conducted in Winter 2011, Arizona principals reported that our graduates met or exceeded expectations by the end of their first year of teaching, in all areas surveyed.

Number of Completed Surveys as of April 1, 2011

Institution	Elementary	Secondary	SPED
150	75	54	18

Demonstrates in-depth knowledge and understanding about the subject(s) he/she teaches (met or exceeded expectations)

State 89.7%

University of Arizona 94%

Creates a classroom environment conducive to student learning (met or exceeded expectations)

State 84.9%

University of Arizona 91.4%

Designs lessons aligned to the academic standards (met or exceeded expectations)

State 89.3%

University of Arizona 92.7%

Implements research-based learning theories and instructional strategies (met or exceeded expectations)

State 82.6%

University of Arizona 90%

Uses a variety of developmentally appropriate strategies to engage students in their learning (met or exceeded expectations)

State 82.9%

University of Arizona 90%

Uses a variety of appropriate strategies to support literacy development (met or exceeded expectations)

State 81.5%

University of Arizona 87.2%

Effectively integrates technology into instruction to support student learning (met or exceeded expectations)

State 82.6%

University of Arizona 90%

Incorporates English Language Development (ELD) standards into instruction (met or exceeded expectations)

State 76.5%

University of Arizona 83%

Uses multiple methods for assessing student learning (met or exceeded expectations)

State 85.4%

University of Arizona 92.7%

Differentiates instruction to meet the learning needs of all students (met or exceeded expectations)

State 79.7%

University of Arizona 86.6%

How would you rate this teacher's level of preparedness in comparison to other first year teachers? (sufficiently prepared or well prepared)

State 78.1%

University of Arizona 81.3%

What is your overall evaluation of how well the teacher preparation program prepared this teacher for their first year of teaching? (sufficiently prepared or well prepared)

State 74.4%

University of Arizona 83.7%

In addition to the survey of principals, the University of Arizona College of Education conducts its own surveys each fall and spring. The following is a summary of the Department of Education's Principal survey relative to our program completers.

For the **Early Childhood, Elementary and Undergraduate Cross-Categorical Special Education** students, the vast majority (92%, 93%) would grade their program courses as an A or B, with a small majority (57%, 50%) rating them as a B. A few students (7%, 6%) assigned a C to their courses, and Secondary Education majors were especially represented in the C group in both semesters.

The largest proportion of respondents (94%, 96%) graded the quality of their field experiences an A or a B, with the majority (69%, 63%) rating them as an A. In addition, 5% and 7% (n=4, 7) rated field experiences a C and 1% a D (n=1, 1). The fall 2009 Special Education students were split with half rating an A and half a C. In general, it appears that students had a more positive perception of their field experiences than of their classes. Finally, 88% in both semesters strongly agreed or agreed that they would recommend their program to future teachers.

One hundred percent of the secondary, **Teach Arizona** respondents graded the quality of their classes as an A or a B. Ninety-five percent of the respondents graded their field experiences an A or a B (two respondents graded a C). In addition, 100% strongly agreed or agreed that they would recommend their program to future teachers. These respondents obviously had positive perceptions of their teacher preparation experience.

A majority of students in the **Early Childhood, Elementary and Undergraduate Cross-Categorical Special Education** strongly agreed or agreed that a "clear vision of teaching, learning and assessment was articulated" in their program (average scale score: 4.20, 4.24) and that instructors were "knowledgeable about the program as a whole" (average 4.28, 4.26). Somewhat lower scores were given to items on "coherence between courses and field experiences was apparent" (3.90, 4.12). The lowest average ratings came from those in Secondary Education for both semesters and the highest from Special Education students in the fall semester.

Other questions answered in the 3.8-4.1 range included “what I learned in methods courses was reflected in my field experiences” (4.01, 4.09), “what I learned in methods courses was reflected in what I did during my student teaching” (3.92, 4.06), and “the criteria by which I was evaluated as a student teacher were consistent with how I was taught in my methods courses” (3.86, 4.13). The lowest scores for these statements consistently came from those in the Special Education group, especially with regards to student teaching items in both semesters. Finally, Elementary Education students perceived that there was an emphasis on strong preparation in one or more subject areas in their programs.

Overall, **Early Childhood, Elementary and Undergraduate Cross-Categorical Special Education** students agreed that instructors were excellent teachers themselves (4.38, 4.26), were knowledgeable about teaching (4.48, 4.56), knowledgeable about content areas (4.52, 4.48), were committed to teacher preparation (4.44, 4.55), and understood the reality of today’s schools and pupils (4.15, 4.27). Students also agreed that instructors gave appropriate coursework that correlated with field experiences (4.22, 4.18), were caring about student learning and growth (4.27, 4.45) and got to know students (4.18, 4.32). Average ratings of instructors by Special Education students were slightly but consistently higher than those of other majors for both fall and spring semesters.

Respondents gave the **Teach Arizona** program very good marks. All questions received between a 4.73 and a 4.03 score. Highest score was given to “a clear vision of teaching, learning, and assessment was articulated”. All questions about instructors received between a 4.80 and a 4.45. The highest scores were given to “cared about my own learning and professional growth”, “were knowledgeable about teaching”, and “were committed to teacher preparation” (4.80, 4.78, 4.75 respectively).

Preparation for the Teaching Profession

The Survey contained several questions that addressed students’ perceptions of specific aspects of their preparation and their confidence in being able to perform various tasks of teaching. As the summary below indicates, overall these responses were positive for all programs.

Item	Average rating by Early Childhood, Elementary and Undergraduate Cross-Categorical Special Education students	
	Fall 2009	Spring 2010
How confident are you that you...		
<i>Know ways to diversify lessons to meet the needs of individual student who have special education needs</i>	3.97	3.99
<i>Know ways to diversify lessons to meet the needs of individual students who are English</i>	3.84	3.88

<i>Language Learners</i>		
<i>Would be able to use educational technology as a learning tool</i>	4.40	4.22
<i>Would be able to teach in a high-stakes testing environment</i>	3.86	4.03
My program has prepared me...		
<i>To believe all students can learn</i>	4.56	4.59
<i>To treat students equitably</i>	4.63	4.66
<i>To accommodate individual differences among students</i>	4.48	4.57
<i>To understand how students develop and learn</i>	4.36	4.48
<i>To respect the cultural and family differences students bring to the classroom</i>	4.47	4.67
<i>To be concerned with my students' self-concept, motivation and the effects of learning</i>	4.44	4.55
<i>To be concerned with the development of students' character and civic responsibility</i>	4.30	4.48
My program has prepared me...		
<i>With in-depth knowledge about the subject(s) I will teach</i>	4.01	4.10
<i>With a deep understanding of the real-world applications of the subject(s) I will teach</i>	3.97	4.17
<i>To develop skill and experience in teaching the subject(s) I will teach</i>	4.06	4.29
<i>To understand the skills and gaps student may bring to the subject(s) I will teach</i>	3.94	4.21
My program has prepared me...		
<i>To deliver effective instruction</i>	4.19	4.34
<i>To use a variety of instructional techniques</i>	4.22	4.41
<i>To keep students engaged</i>	4.16	4.32
<i>To ensure a focused learning environment</i>	4.14	4.32

<i>To organize instruction to meet instructional goals</i>	4.22	4.39
<i>To assess the progress of individual students as well as the class as a whole</i>	4.15	4.29
<i>To use multiple methods to assess student understanding</i>	4.16	4.34
<i>To explain student performance to parents/guardians, students, and families</i>	3.67	3.87
My program has prepared me...		
<i>To model what it means to be an educated person (one who reads, questions, creates, and is willing to try new things)</i>	4.33	4.43
<i>To be familiar with learning theories and instructional strategies</i>	4.13	4.21
<i>To stay informed of current issues in American education</i>	3.80	4.01
<i>To examine my practice on a regular basis to deepen my knowledge</i>	4.16	4.29
<i>To examine my practice on a regular basis to expand my repertoire of skills</i>	4.18	4.26
<i>To examine my practice on a regular basis to incorporate new insights into my practice</i>	4.18	4.35
My program has prepared me...		
<i>To collaborate with others to improve student learning</i>	4.31	4.41
<i>To work with other professionals on instructional practices</i>	4.15	4.35
<i>To work with other professionals on curriculum development</i>	3.98	4.19
<i>To work with others on my own professional development</i>	4.06	4.35
<i>To understand how to evaluate school progress</i>	3.56	3.85
<i>To meet state and local education objectives</i>	4.30	4.42
<i>To work collaboratively with students, parents/guardians, and</i>	4.00	4.16

families to engage them productively in the work of the school		
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- The differences between the highest and the lowest average ratings (4.63 vs. 3.56, 4.67 vs. 3.85) were fairly small, so interpretations of differences must be made cautiously. Nonetheless, students appeared to feel especially prepared to treat students equitably; to believe all students can learn; to be concerned with students self-concept, motivation, and the effects of learning; to accommodate individual differences among students, and to respect the cultural and family differences students bring to the classroom. On the other hand, they felt less prepared in knowing ways to diversify lessons to meet the needs of individual students who are English Language Learners, explaining student performance to parents/guardians, students, and families, and understanding how to evaluate school progress. We hope the to improve in this area with the addition of the second 3-unit course in Structured English Immersion implemented this year (2011).

Item	Average rating by Teach Arizona students
How confident are you that you...	
<i>Know ways to diversify lessons to meet the needs of individual student who have special education needs</i>	3.95
<i>Know ways to diversify lessons to meet the needs of individual students who are English Language Learners</i>	4.05
<i>Would be able to use educational technology as a learning tool</i>	4.45
<i>Would be able to teach in a high-stakes testing environment</i>	4.28
My program has prepared me...	
<i>To believe all students can learn</i>	4.58
<i>To treat students equitably</i>	4.75
<i>To accommodate individual differences among students</i>	4.58
<i>To understand how students develop and learn</i>	4.75
<i>To respect the cultural and family differences students bring to the classroom</i>	4.63
<i>To be concerned with my students' self-concept, motivation and the effects of learning</i>	4.63
<i>To be concerned with the development of students' character and civic responsibility</i>	4.40
My program has prepared me...	

<i>With in-depth knowledge about the subject(s) I will teach</i>	3.73
<i>With a deep understanding of the real-world applications of the subject(s) I will teach</i>	3.85
<i>To develop skill and experience in teaching the subject(s) I will teach</i>	4.30
<i>To understand the skills and gaps student may bring to the subject(s) I will teach</i>	3.90
My program has prepared me...	
<i>To deliver effective instruction</i>	4.75
<i>To use a variety of instructional techniques</i>	4.80
<i>To keep students engaged</i>	4.70
<i>To ensure a focused learning environment</i>	4.75
<i>To organize instruction to meet instructional goals</i>	4.78
<i>To assess the progress of individual students as well as the class as a whole</i>	4.58
<i>To use multiple methods to assess student understanding</i>	4.73
<i>To explain student performance to parents/guardians, students, and families</i>	4.28
My program has prepared me...	
<i>To model what it means to be an educated person (one who reads, questions, creates, and is willing to try new things)</i>	4.58
<i>To be familiar with learning theories and instructional strategies</i>	4.68
<i>To stay informed of current issues in American education</i>	4.05
<i>To examine my practice on a regular basis to deepen my knowledge</i>	4.58
<i>To examine my practice on a regular basis to expand my repertoire of skills</i>	4.63
<i>To examine my practice on a regular basis to incorporate new insights into my practice</i>	4.69
My program has prepared me...	
<i>To collaborate with others to improve student learning</i>	4.51
<i>To work with other professionals on instructional practices</i>	4.54
<i>To work with other professionals on curriculum development</i>	4.38
<i>To work with others on my own professional development</i>	4.51

<i>To understand how to evaluate school progress</i>	3.85
<i>To meet state and local education objectives</i>	4.69
<i>To work collaboratively with students, parents/guardians, and families to engage them productively in the work of the school</i>	4.18

Student Recommendations for Program Improvement

The comment section from **Early Childhood, Elementary and Undergraduate Cross-Categorical Special Education** students (12 and 20 non-respondents) made the following recommendations for program improvement: more attention needs to be devoted to the practical aspects of working in classrooms, and a greater connection between course content/assignments and classroom practice. Some even suggested that student teaching be for an entire year. Suggestions about classroom realities and methods were especially strong among Secondary Education students. Another topic addressed by respondents concerned the perceived disconnection between theory and practice. Some students felt too much emphasis was placed on theory and not enough time was spent on practice. These students would like to see more practical application of theory and real world scenarios so they could apply theoretical knowledge to their own practice.

Some respondents would like to see more student centered teaching enacted in the program classrooms. They argue that course instructors should demonstrate this approach and not rely so much on lecture-based instruction. Respondents suggested that instructors be more enthusiastic about their teaching and more excited about their job. Further teaching in the use of technology, especially Smartboard, was also suggested.

Lastly, there were several specific comments about how to improve the teaching programs. Some respondents commented that the inclusion of an exit class that re-examined teaching practice after student teaching would be helpful. Additionally, some commented that instruction on job search and the application process would be helpful. Also they suggested advising on the AEPA exam, obtaining their teaching certificates, continuing their education towards maintaining certification, and professional development.

Of the 32 questions in this section, graduates rated 27 of them as 4.00 or above. Highest scores were for “use a variety of instructional techniques,” “organize instruction to meet instructional goals,” “treat students equitably,” “ensure a focused learning environment,” and “understand how students develop and learn” (4.80, 4.78, 4.75, 4.75, 4.75 respectively). The remaining 5 questions had scored 3.95 or lower. The lowest scoring questions were “With in-depth knowledge about the subject(s) I will teach,” and “With a deep understanding of the real-world applications of the subject(s) I will teach” (3.73 and 3.85 respectively).

For **Teach Arizona** the recommendations for improvement focused on the quality of some instructors in the program and on some of the logistics of the program itself. Recommendation included: more careful screening of cooperating teachers and course instructors; improving the coordination between the SEI classes and other coursework; and spreading large, summative assignments out more evenly across the semester.