

## Applicable Rule

### ARTICLE R7-2-604.02.K.1-4

Arizona Administrative Code requires “Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years.”

### ARTICLE R7-2-604.02.K.2

Professional Preparation Institution	Pima Community College
Educator Preparation Program(s) <i>(List program names as they appear in course catalogue)</i>	Special Education Mild-Moderate Teaching Certificate
Professional Preparation Website	https://www.pima.edu/programs-courses/credit-programs-degrees/education/teacher-education/elementary-post-degree.htmltext.
Date of Program Approval	4/24/2017

Date of Biennial Submission	4/30/2019
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Program Pathway	Both
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Program Type Information	
Degree/Certificate <b>Check all that apply</b>	<input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Masters <input type="checkbox"/> Other: <input type="checkbox"/> Doctoral <input type="checkbox"/> Click here to enter text.
Mode of Instruction	Combination of Face to Face and Online
Certificate	Special Education - Mild-Moderate Special Education
National Accreditation	Yes                      If yes: Higher Learning Comission

Primary Contact for Educator Preparation Program	
Name	Tirza Sanders M. Ed.
Title	Program Manager
Email address	tsanders4@pima.edu
Phone number	520.206.5385

### ARTICLE R7-2-604.02.K.1

**A description of any substantive changes in course, seminars, modules, assessments, field experiences or capstone experiences.**

**Substantive: *sufficiently large in size, amount, or number to merit attention.***

**Did you have any substantive changes in the last two years? Yes No If Yes, list below:**

- 1) To address the increase in alternative (intern) pathway candidates, we created a new Internship Practicum course (EDC 266). This course increases the amount of support we are able to provide for interns during their first year of teaching full time.
- (2) To address the decrease in traditional pathway candidates, we combined our two practicum courses (EDC 262 & 263) into one course (EDC 267) and decreased the required field experience hours from 64 to 32 hours. This change makes the traditional pathway the same number of credits as the intern pathway; therefore, candidates are less likely to switch over to intern pathway before they are ready text.

## Program Deficiencies

## Any Component in Domain 1, 2, or 3 below a 2.0

Did you have any program deficiencies at program approval?  Yes  No

(To be completed for the first biennial report only)

N/A

## Board Rule or Legislative Changes / Updates

### Certification Rule Package (Effective 8-9-17)

#### **R7-2-611. Special Education Teaching Certificates**

D. Standard Professional Mild/Moderate Disabilities Certificate - grades kindergarten through twelve for applications received on or after August 1, 2018.

1. The holder is qualified to teach students with mild/moderate disabilities as documented by student needs in the individualized education program and the following categories, including: autism, mild/moderate intellectual disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments, developmental delay and/or other health impairments.

2. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in mild/moderate disabilities special education from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

**i. Research-based systematic phonics;**

**ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;**

iii. Instructional design and lesson planning, including specially designed instruction;

iv. The learning environment, including classroom and behavioral management;

v. Instructional delivery, facilitation and methodologies;

vi. Legal aspects of special education, including individualized education programs and transition planning;

vii. Effective collaboration and communication practices, including modifications and accommodations;

viii. Research-based instruction in math;

ix. Research-based instruction in English language arts;

x. Assessment and eligibility, including monitoring and reporting requirements;

xi. Language development and disorders;

**xii. Professional responsibility and ethical conduct;**

xiii. Twelve weeks of capstone experience as described in R7-2-604 in mild/moderate special education in grades kindergarten through twelve, which may be completed during the valid period of a teaching intern certificate.

One year of verified teaching experience in mild/moderate special education in grades kindergarten through twelve may substitute for the capstone experience requirement. For individuals seeking dual certification, any capstone

experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

c. A passing score on the professional knowledge (Special Education) portion of the Arizona Teacher Proficiency Assessment;

d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety

3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission of an application for the Standard Professional Mild/Moderate Disabilities Certificate grades kindergarten through twelve that includes evidence of two years of verified full-time teaching experience in mild/moderate disabilities special education in grades kindergarten through twelve and Board approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(xii).

### Description of Change

Requirements for certification changed from “forty-five semester hours of education courses which teach the standards described in R7-2-602 to coursework addressing the following topics in (D)(2)(b) for certificates issued after August 1, 2018. EPPs have already demonstrated how they address (D)(2)(b)(i)-(xii) in their initial program application. (D)(2)(b)(i), (ii), and (xii) represent new additions to certification and are allowable deficiencies for three years as of August 1, 2018. EPPs should address what coursework is used to meet the new requirements.

### Key Program Additions or Modifications to Address R7-2-611 (D)(2)(b)(i),(ii),(xii)

Addressed Planning to Address No changes needed/Does not apply to program

- i. **Research-based systematic phonics-** This topic is addressed in ESE 272 Developmental Reading, Instruction, Assessment, and Remediation
- ii. **ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia-** This topic is addressed in ESE 252 Survey of Exceptional Education, ESE 272 ELA/Literacy and Math Across the Curriculum, and ESE 272 Developmental Reading, Instruction, Assessment, and Remediation
- xii. **Professional responsibility and ethical conduct-**This topic is addressed in EDC 250 Introduction to Teaching, EDC 266 Internship Practicum/EDC 267 Traditional Practicum, and EDC 291 Student Teaching.

### R7-2-607. General Certification Provisions

- L. An applicant is exempt from the subject knowledge portion of the Arizona Teacher Proficiency Assessment if:
1. The applicant provides verification of teaching courses relevant to a content area or subject matter for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions; or
  2. The applicant obtained a bachelor’s, master’s or doctoral degree from an accredited institution in a relevant subject area; or
  3. The applicant provides verification of a minimum of five years of work experience that is relevant to a subject area of certification.

### Description of Change

A bachelor’s degree in a relevant subject area may now be used to exempt teacher candidates from taking the relevant subject knowledge test. What steps does the EPP undertake to ensure that each candidate has the required subject knowledge, if they choose to waive the subject knowledge test?

### Key Program Additions or Modifications to Address R7-2-607-L.

Addressed Planning to Address No changes needed/Does not apply to program

NES NT 601 Special Education is no longer required as a subject knowledge test per ADE. It is now the Professional Knowledge test

The Program requires an approved Bachelor’s degree or higher and the student must student teach in a Special Education Mild-Moderate classroom.

### R7-2-614 Other Teaching Certificates

- E. Alternative Teaching Certificate – PreK-12
4. The requirements for initial issuance of the teaching intern certificate are:
    - a. A bachelor’s degree or higher from an accredited institution;

- b. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the Board approved alternative path to certification program, or Board approved educator preparation program, in which the applicant is enrolled;
- b. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved educator preparation program; and
- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

### Description of Change

Passage of the Arizona Teacher Proficiency Assessment (subject knowledge exam) is no longer required for an Alternative Teaching Certificate to be issued. EPPs and LEAs may still choose to require this exam for candidates to be considered teaching interns. What policy changes has the EPP implemented to align with this rule and how does the EPP ensure that students in the teacher intern’s classroom are receiving equitable access to a teacher with the appropriate subject knowledge?

### Key Program Additions or Modifications to Address R7-2-614-E.

Addressed  Planning to Address  No changes needed/Does not apply to program

NES NT 601 Special Education is no longer required as a subject knowledge test per ADE. It is now the Professional Knowledge test

The Program requires an approved Bachelor’s degree or higher and the student must student teach in a Special Education Mild-Moderate classroom

### ARTICLE R7-2-604.02.K.3

#### Verification

The name, title and original signature of the certification officer for the professional preparation institution

Dean	<p><b>Name:</b> Brian Stewart, RN, MS</p> <p><b>Signature:</b></p>  <p><u>Brian Stewart (Apr 10, 2019)</u></p>
Educator Preparation Contact	<p><b>Name:</b> Tirza Sanders, M.Ed.</p> <p><b>Signature:</b></p>  <p><u>Tirza Sanders (Apr 10, 2019)</u></p>
Institutional Recommendation Contact	<p><b>Name:</b> Tirza Sanders, M.Ed.</p> <p><b>Signature:</b></p>  <p><u>Tirza Sanders (Apr 10, 2019)</u></p>

### ARTICLE R7-2-604.02.K.4

Arizona Administrative Code requires “Relevant data on the educator preparation program, relevant staff, and candidates, which may include, but is not limited to, stakeholder surveys, completer data, and student achievement data required as a condition of initial or continuing program approval.”

#### Stakeholder Survey Data

##### Educator Preparation Program Survey Results

Given the options of well prepared, adequately prepared, sufficiently prepared, somewhat prepared and not prepared, the majority of graduating students state they are **well prepared** to:

- Assess pupil progress by analyzing a variety of evidence, including exam scores.

## Stakeholder Survey Data

### Educator Preparation Program Survey Results

- Communicate effectively with the parents or guardians of my students.
- Know and understand the subjects of the curriculum of my grade level(s).
- Create an environment that supports and addresses diversity.
- Assist students in decision making, problem solving, and critical thinking.
- Understand and apply professional norms, ethics and behaviors.
- Understand best practices for teaching and learning.
- Create and deliver sound lesson plans effectively.
- Demonstrate classroom management as a function of engagement and participation.
- Understand the role of assessment in lesson planning and instruction.
- Understand learning differences and differentiated instruction.
- Use technology in the classroom to enhance learning.

The majority of graduating students state they are **adequately** prepared to:

- Understand the Individualized Education Plan (IEP).
- Meet the instructional needs of English language learners.

Given the option of very, somewhat, sufficiently, minimally and not at all helpful, the majority of graduating students found the programs instruction in classroom management, instruction in methods of teaching, practicum and student teaching experiences, and faculty and staff support were **very helpful** elements of their teacher education program.

Given the option of very true, mostly true, true, somewhat true, and not true, the majority of graduating students felt the following statements were **very true**:

- The program reflected InTASC.
- The course curricula included the Arizona Career and College Readiness Standards.
- My field experience placements were beneficial in my preparation as a teacher.
- My mentor teachers were helpful to my growth as a teacher.
- The required number of practicum hours were adequate to prepare me for student teaching.
- The program supervisor provided adequate post-observation feedback
- The program supervisor offered you opportunities to reflect on your classroom performance.
- The program supervisor offered useful suggestions and information

Given the option of very true, mostly true, true, somewhat true, and not true, the majority of graduating students felt the following statement was **mostly true**:

The program provided an appropriate mixture of theoretical ideas and practical strategies.

## Completer Data

### Title II Report Data may be used here

2015/16: 15

2016/17: 14

2017/18: 13

**Completer Data**

*Title II Report Data may be used here*

**Student Achievement Data**

Student achievement data required as a condition of initial or continuing program approval.

Students must receive a 3.0 in order to graduate as well as to participate in traditional student teaching

Students must receive at least a C in all courses and at least a B in all Practicum experiences in order for those courses to count towards program completion.

Students must complete at least 1 course a year to remain in the program