

## 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 all degree types</i>	Post-Degree Teacher Certification
Professional Preparation Website	<a href="https://www.pima.edu/academics-programs/degrees-certificates/education/teacher-education/elementary-post-degree/index.html">https://www.pima.edu/academics-programs/degrees-certificates/education/teacher-education/elementary-post-degree/index.html</a>
Date of Program Approval	6/27/2016

Date of Biennial Submission	7/31/2020
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Program Pathway	Both
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Program Type Information	
Degree <i>Check all that apply</i>	<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"/> <a href="#">Click here to enter text.</a>
Mode of Instruction	Combination of Face to Face and Online
Certificate	Elementary Education
National Accreditation	Yes                      If yes: Higher Learning Commission

Primary Contact for Educator Preparation Program	
Name	Tirza Sanders, M.Ed.
Title	Program Coordinator
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:**

[Click here to enter 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)

[Click here to enter text.](#)

## Board Rule or Legislative Changes / Updates

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

#### **R7-2-609. Elementary Teaching Certificates**

C. Standard Professional Elementary Certificate – grades kindergarten through eight for applications received on and after August 1, 2018.

1. The requirements include all of the following:
  - a. A bachelor’s degree;
  - b. Completion of a teacher preparation program in elementary 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, including language and literacy development;
    - 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. Developmentally appropriate instructional delivery, facilitation and methodologies for teaching language, math, science, social studies and the arts;
    - iv. Instructional design and lesson planning, including modifications, and accommodations;
    - v. The learning environment, including classroom management;
    - vi. Assessing, monitoring and reporting progress;
    - vii. Teaching students with exceptionalities;
    - viii. Professional responsibility and ethical conduct; and**
    - ix. Twelve weeks of capstone experience as described in R7-2-604 in grades kindergarten through eight, which may be completed during the valid period of a teaching intern or student teaching intern certificate. One year of verified full-time teaching experience in grades kindergarten through eight may be substituted 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 portion of the Arizona Teacher Proficiency Assessment;
      - d. A passing score on the elementary education subject knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor’s, master’s or doctoral degree in a relevant content area or otherwise qualifies for a waiver of the subject knowledge assessment; and
      - e. A valid fingerprint card issued by the Arizona Department of Public Safety.
2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an application for the Standard Professional Elementary certificate that includes evidence of two years of verified full-time teaching experience in grades kindergarten through eight, and Board-approved or accredited training or coursework which teaches the knowledge and skills described in R7-2-602 and subsections (C)(1)(b)(i)-(viii). One year of verified full time teaching experience in grades kindergarten through eight may be substituted for the capstone experience.

#### **Description of Change**

For certificates issued after August 1, 2018, requirements for certification changed from “forty-five semester hours of education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of practicum in grades K through eight” to coursework addressing the following topics in (C)(1)(b) and a 12-week capstone experience. EPPs have already demonstrated how they address (C)(1)(b)(i) and (iii-vii) in their initial

program application. (C)(1)(b)(ii) and (viii) 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. Additionally, they should confirm that their eight-semester hours of practicum are twelve weeks in length to meet the new capstone requirements.

### Key Program Additions or Modifications to Address R7-2-609 (C)(1)(b)(ii)/(viii)

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

[Click here to enter text.](#)

### 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

[Click here to enter text.](#)

### R7-2-614 Other Teaching Certificates

E. Teaching Intern 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 a teaching intern 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

Click here to enter text.

### AZ Rev Stat § 15-1656. Suicide prevention training

Each teacher training program in this state shall develop or adopt evidenced-based instruction on suicide awareness and prevention and provide that instruction to all teacher candidates in the teacher training programs. The instruction shall include:

1. Training in suicide prevention.
2. Training to identify the warning signs of suicidal behavior in adolescents and teens.
3. Appropriate intervention and referral techniques.

#### Description of Change

Each teacher preparation program that is offered at the State Universities (Arizona State University, Northern Arizona University, and University of Arizona) must create or “adopt evidence-based instruction on suicide awareness and prevention and provide that instruction to all teacher candidates.” EPPs from the three State Universities must address what coursework is used to meet the new Statute. All other EPPs have the option to address the coursework that is used meet the Statute.




### Key Program Additions or Modifications to Address AZ Rev Stat § 15-1656. Suicide prevention training

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

#### 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><small>Brian Stewart (Aug 18, 2020 17:50 PDT)</small></p>
Educator Preparation Contact	<p><b>Name:</b> Tirza Sanders, M.Ed.</p> <p><b>Signature:</b></p> 
Institutional Recommendation Contact	<p><b>Name:</b> Tirza Sanders, M.Ed.</p> <p><b>Signature:</b></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 that they are ***well prepared*** to:

- Assess pupil progress by analyzing a variety of evidence, including exam scores.
- 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 that 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*, the majority of graduating student found the following elements of their teacher education program to be ***very helpful***:

- Instruction in classroom management.
- Instruction in methods of teaching.
- Practicum and student teaching experiences.
- Faculty and staff support.

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

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

## Completer Data

*Title II Report Data may be used here*

2016/17: 19  
2017/18: 16  
2018/19: 29  
2019/20: 30

## 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 student teach (traditional) and graduate.
- Students must receive at least a C in all courses and at least a B in all practicum experiences for those courses to count towards program completion.
- Students must complete at least one class a year to remain in the program.