

## 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://pima.edu/academics-programs/degrees-certificates/education/teacher-education/secondary-post-degree/index.html">https://pima.edu/academics-programs/degrees-certificates/education/teacher-education/secondary-post-degree/index.html</a>
Date of Program Approval	12/27/2017

Date of Biennial Submission	12/8/2020
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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"/> Click here to enter text.
Mode of Instruction	Combination of Face to Face and Online
Certificate	Secondary Education - See Appendix A
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:**

There have been a couple of changes in the program coursework that are worthy of mention. Both are a result of the increasing fiscal challenges the College confronts, and both are based on an effort to funnel enrollment into course sections that can be more consistently run with higher enrollment rather than dispersing enrollment across multiple courses.

1) EDC 267 (Traditional Practicum) was created to replace EDC 264 and EDC 265, and the required practicum hours in K12 classrooms was changed from 32 hours to 45 hours. The student learning outcomes are consistent with the prior courses, and the on-site mentoring component remains the same with a College assigned Program Supervisor, as well as a K12 district assigned Supervising Practitioner.

2) EDC 278 (Secondary Methods) was recently created and approved through the College curriculum process. Currently, EDC 275: Secondary Methods (ELA & SS) and EDC 276 (Math & Science) are separate; however, maintain the same learning outcomes and course requirements (with slight variations, as appropriate, in resources and content focus). EDC 278 includes all students and is a merge of the two courses (without any changes in learning outcomes or course

requirements) in order to run courses and operate in a fiscally prudent way. EDC 278 is expected to begin running in Fall 2021.

## 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)

#### **R7-2-610. Secondary Teaching Certificates**

C. Standard Professional Secondary Certificate - grades six through twelve 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 secondary 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 instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;**
  - ii. Instructional design and lesson planning, including modifications and accommodations;
  - iii. The learning environment, including classroom management;
  - iv. Developmentally appropriate instructional delivery, facilitation and methodologies;
  - v. Assessing, monitoring and reporting progress;
  - vi. Teaching students with exceptionalities;
  - vii. Professional responsibility and ethical conduct;**
  - viii. Twelve weeks of capstone experience as described in R7-2-604 in grades six through postsecondary, 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 six through postsecondary 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 one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in a relevant subject area or otherwise qualifies for a waiver of the subject knowledge exam;
- d. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment; and
- e. A valid fingerprint clearance 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 Secondary certificate that includes evidence of two years of verified full-time teaching experience in grades six through postsecondary, 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)-(vii). One year of verified full-time teaching experience in grades six through postsecondary may be substituted for the capstone experience.

#### **Description of Change**

Requirements for certification changed from "thirty semester hours of education courses which teach the standards described in R7-2-602" to coursework addressing the following topics in (C)(1)(b) for certificates issued after August 1, 2018. EPPs have already demonstrated how they address (C)(1)(b)(ii-vi) in their initial program application. (C)(1)(b)(i) and (vii)

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 R7-2-609 (C)(1)(b)(ii)/(viii)**

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

No changes other than with the aforementioned creation of EDC 278 (Secondary Methods), all previously mentioned references to EDC 275 or EDC 276 now instinctively apply to EDC 278.

**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

The program requires:

Passing score report for AEPA Secondary (not Middle School), subject test (passed within the last 8 years)

OR

Approved Bachelor’s degree or higher, in subject area, and must student teach in the SAME secondary subject area

AND

Valid Arizona fingerprint clearance

**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.

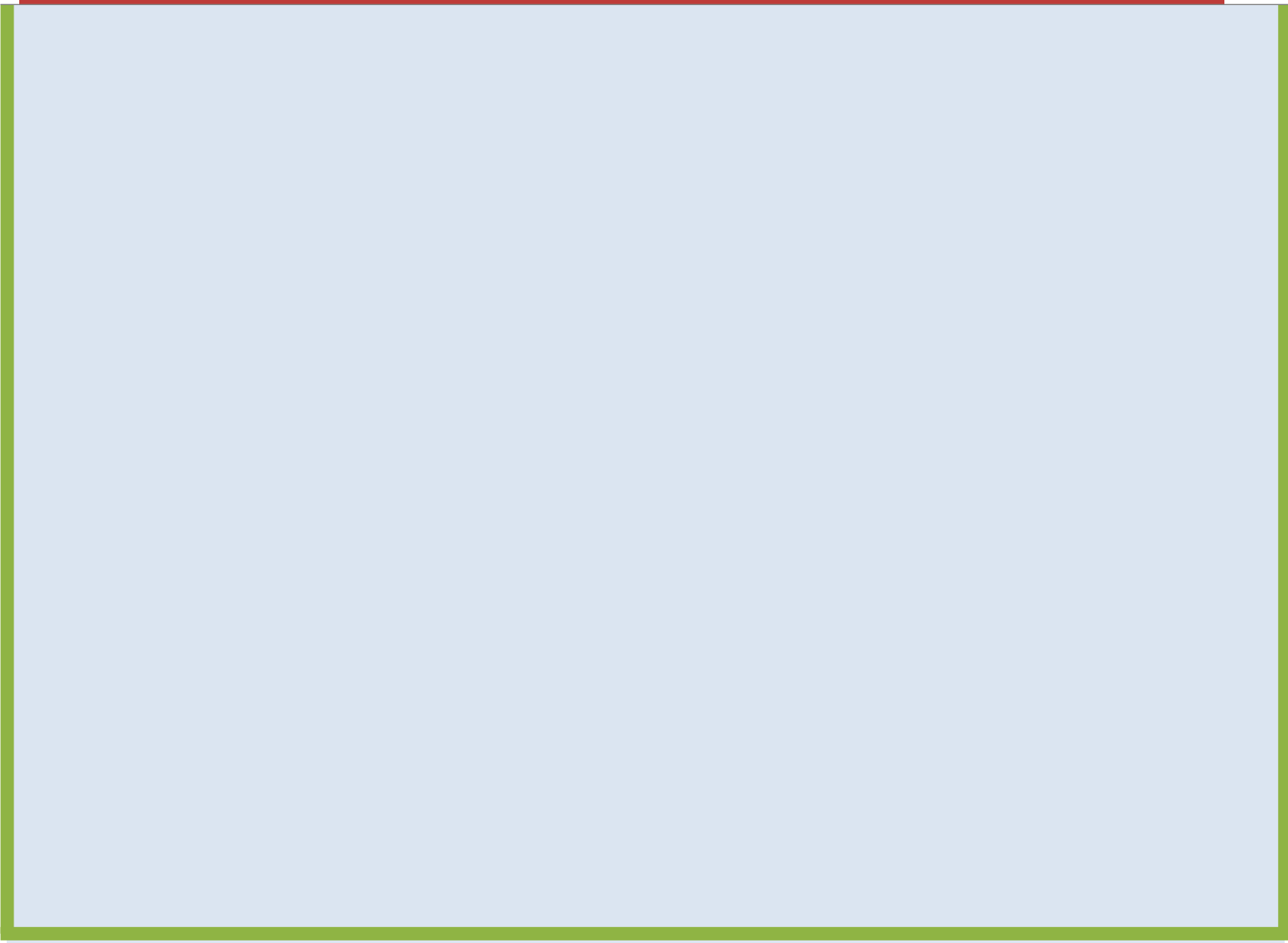
**Description of Change**

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



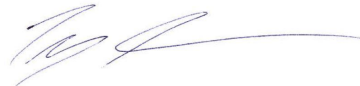
The program requires:



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

**Verification**

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

<p>Choose an item.</p>	<p><b>Name:</b> <a href="#">Click here to enter text.</a>  <b>Signature:</b> <small>Michael L. Parker</small>    <small>Michael L. Parker (Dec 8, 2020 11:27 MST)</small></p>
<p>Educator Preparation Contact</p>	<p><b>Name:</b> Tirza Sanders, M.Ed.  <b>Signature:</b>  </p>
<p>Institutional Recommendation Contact</p>	<p><b>Name:</b> Tirza Sanders, M.Ed.  <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*

16/17: 21

17/18: 43

18/19: 51

19/20: 48

### 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.