ASSOCIATE SUPERINTENDENT APPROVAL JJohnson

STATE BOARD MEETING DATE June 23, 2014

SUBJECT: Presentation, Discussion and Consideration to Initiate Rulemaking Procedures for proposed amendments to rules R7-2-604 through R7-2-604.03, related to Professional Preparation Programs

SUBMITTED BY: Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section

MANAGEMENT TEAM REVIEW: June 5, 2014

BACKGROUND INFORMATION:

ARS §15-203(A)(14) requires the State Board of Education to supervise and control the certification of teachers. The law requires the rules adopted by the Board to "allow a variety of alternative teacher and administrator preparation programs" and outlines specific requirements to be considered. Arizona State Board rules R7-2-604 through R7-2-604.03 outline the requirements of and procedures for programs seeking approval of professional preparation programs.

At its April 30, 2014 meeting, the Board's Certification Advisory Committee (CAC) approved the attached proposed amendments to rules R7-2-604 through R7-2-604.03 related to professional preparation programs. These proposed amendments will allow for inclusion, consistency, clarity, and transparency of processes and criteria for professional preparation program review and State Board of Education approval.

Stakeholder input was sought from professional preparation institutions through quarterly meetings and ongoing throughout the process of reviewing educator preparation programs. Feedback from superintendents, principals and recent program completers was compiled and considered in determining the proposed amendments.

In addition to stakeholder involvement in the revision process, the professional preparation program review process has been aligned to the agency's adopted strategic goals and vision of enhancing efficiency and effectiveness as well as improved opportunities for success post-graduation.

BOARD ACTION REQUESTED: [ ] INFORMATION [X] ACTION/DESCRIBED
The Board initiate rulemaking procedures for proposed amendments to Board rule related to professional preparation programs, consisting of proposed rules R7-2-1001 through R7-604 through R7-2-604.04

ATTACHMENTS: YES [X] NO [ ]

- Proposed rule language for R7-2-604 Professional Preparation Programs.

Current SBR	Current SBR language	Proposed SBR change	Rationale
	R7-2-604. Definitions In R7-2-604 through R7-2-604.02, unless the context otherwise requires:		
R7-2-604. 8 **R7-2-604. 11** **R7-2-604. 1** **NEW** **Updated**- removed U.S. DOE		"Accreditation" means a Professional Preparation Institution's recognition by a national or regional agency or organization acknowledged for meeting identified standards or criteria.	**Clarity** Combined national (8) and regional accreditation (11)
R7-2-604. 1 **R7-2-604. 2** **updated** spelling	"Annual Report" means a report submitted yearly to the Department by all Arizona State Board approved institutions of higher education.	"Biennial Report" means a report submitted every two years to the Department by all Arizona State Board approved institutions of higher education.	**Streamlining**
R7-2-604. 3 **NEW** **updated** spelling		"Biennial Status Letter" means correspondence issued by the Department to the Professional Preparation Institution within 30 days upon completion of the review of the Biennial Report, indicating the status of the educator preparation program(s).	**Clarity** **Consistency**
R7-2-604. 2 **R7-2-604. 4**	"Board Approved Program" means a course of study that is approved by the Board and meets the state's standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and school psychologists.	"Board Approved Program" means a course of study that is approved by the Board and meets all relevant standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and school psychologists.	**Clarity**
R7-2-604. 3 **R7-2-604. 5**	"Capstone Experience" means a culminating professional experience in a PreK-12 setting. This experience may include student teaching, administrative internships, counseling practicum and internships, and school psychology internships.	"Capstone Experience" means a culminating professional experience in a PreK-12 setting. This experience may include Student Teaching, administrative, counseling, and school psychology internships.	**Clarity**
R7-2-604. 6 **NEW**		"Educator Preparation Program" means courses, seminars, or modules of study; field experiences; and capstone experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists. These courses, seminars, or modules of study; field experiences; and	**Consistency**

		capstone experiences shall lead to an Institutional Recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.	
R7-2-604. 4 **R7-2-604. 7** **Updated** Academic standards	"Field Experience" means scheduled, directed experiences in a PreK-12 setting that occurs prior to the capstone experience.	"Field Experience" means scheduled, directed, structured, supervised, frequent experiences in varied school settings with diverse learners, in a PreK-12 setting that occur prior to the capstone experience. Field experiences must assist teacher candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved Professional Teaching Standards or Professional Administrative Standards, and relevant Board approved academic standards.	**Clarity** **Consistency**
R7-2-604. 8 **NEW** **Updated** Spelling -an		"Internship" means significant opportunities for candidates to practice and develop the skills identified in relevant state and national standards as measured by substantial and sustained work in real settings, appropriate for the certificate the candidate is seeking, performed under the direction of a Supervising Practitioner and a Program Supervisor.	**Clarity** **Consistency**
R7-2-604. 8	8. "National Accreditation" means accreditation by a national agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site.	DELETE Combined with R7-2-604.11 to make "Accreditation" R7-2-604.1	**Clarity**
R7-2-604. 5 **R7-2-604. 9**	"Institutional Recommendation" means a form developed by the Department that indicates an individual has completed a Board approved program.	"Institutional Recommendation" means a form developed by the Department, and issued by a professional preparation institution, that indicates an individual has completed a Board approved educator preparation program.	**Clarity**
R7-2-604. 6 **R7-2-604. 10**	"Institutional Report" means a report issued by the review team that cites evidence of compliance with or deviation from each standard that applies to the institution's programs. The report may include accommodations, recommendations, and areas of improvement.	"Institutional Report" means a report issued by the Department that cites evidence of compliance with or deviation from all criteria that applies to the educator preparation program's approval. The report may include accommodations, recommendations, and areas of improvement.	**Clarity**

R7-2-604. 10	10. "Program" means a course of study and school-based experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists. These courses and school-based experiences shall lead to a recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.	DELETE Defined as "Educator Preparation Program"	**Clarity**
R7-2-604. 7 **R7-2-604. 11** **Update** Added TEAC	"National Standards" means written expectations for meeting a specified level of performance that are established by the following organizations: CACREP, CEC, INTASC, ISLLC, ISTE-NETS, NAEYC, NASP or NCATE.	"National Standards" means written expectations for meeting a specified level of performance that are established by, but not limited to the following organizations: CACREP, CAEP, CEC, InTASC, ISLLC, ELCC, ISTE-NETS, NAEYC, NASP , NCATE or TEAC	**Inclusion** **Won't become outdated**
R7-2-604. 7 **R7-2-604. 12**	"Low Performing Institutions" mean Board approved teacher preparation institutions where less than 75% of program completers successfully completed the professional knowledge portion of the Arizona Teacher Proficiency Assessment on their first attempt as reported in Title II of the Higher Education Act. When a candidate has attended more than one institution, performance on the proficiency assessment shall be attributed to the institution where the student teaching was successfully completed.	"Probationary Educator Preparation Program" means a program with at least one deficiency identified in the biennial status letter issued by the Department, as a result of a Department review of the biennial report. Programs with the same deficiency(s) in two consecutive biennial status letters are subject to revocation of Board approval.	**Clarity**
R7-2-604.13 **NEW**		"Professional Preparation Institutions" means organizations that include, but are not limited to, universities and colleges, school districts, not for profit organizations, professional organizations, private businesses, charter schools, and regional training centers that oversee one or more Educator Preparation Programs.	**Clarity** **Inclusion**
R7-2-604.14 **NEW**		"Program Supervisor" means an educator from the professional preparation institution under whose supervision the candidate for licensure practices during a capstone experience. The Program Supervisor's professional work experiences must be relevant to the license the candidate is	**Clarity**

		seeking. Program Supervisors must also have adequate training from the Professional Preparation Institution.	
R7-2-604.11	"Regional Accreditation" means accreditation by a regional agency that is recognized by the U.S. Secretary of Education. The Department shall publish a list of these agencies on its web site.	DELETE Combined with R7-2-604.11 to make "Accreditation" R7-2-604.1	**Clarity**
R7-2-604.12 **R7-2-604.15**	"Student Teaching" means a sustained period of rigorous field-based experiences performed under the supervision of a certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking (moved)	"Student Teaching" means a minimum of twelve weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction of a Supervising Practitioner and a Program Supervisor.	**Clarity** Response to surveys, research, reports
R7-2-604.16 **NEW** **updated** **added** **"appropriately certified"**		"Supervising Practitioner" means an appropriately certified educator, currently employed by a local education agency, private agency or other PK-12 setting who supervises the candidate during a capstone experience. Supervising practitioners must have: a. a minimum of three full years of experience relevant to the license the candidate is seeking. b. a current classification of Highly Effective or Effective pursuant to §15-203(A)(38) when applicable. c. adequate training from the Professional Preparation Institution.	**Clarity** **Consistency**
R7-2-604.13 **R7-2-604.17**	"Review Team" means a committee appointed by the Department that shall review professional preparation programs seeking Board approval and provide recommendations to the Board. The committee shall consist of representatives from an Arizona Board of Regents Institution, an Arizona private institution of higher education, an Arizona community college, the Arizona Education Association, a district level administrator from a local education agency, a National Board Certified Teacher, and the Department.	"Review Team" means a committee that reviews educator preparation programs seeking Board approval that consists of a representative from the Department, and three individuals representing any of the following entities: Arizona Board of Regents Institutions, Arizona private institutions of higher education, Arizona community colleges, other organizations with a Board approved educator preparation program, professional educator associations, PreK-12 administrators from local education agencies, and National Board Certified Teachers.	**Inclusion** **Clarity**

R7-2-604. 14 **R7-2-604. 18** **Update** Added TEAC	The organizations cited in R7-2-604, R7-2-604.01 and R7-2-604.02 are as follows: a. "CACREP" means the Council for Accreditation of Counseling and Related Education Program. b. "CEC" means the Council for Exceptional Children. c. "INTASC" means the Interstate New Teacher Assessment and Support Consortium. d. "ISLLC" means the Interstate School Leaders Licensure Consortium. e. "ISTE-NETS" means the National Educational Technology Standards. f. "NAEYC" means the National Association for the Education of Young Children. g. "NASP" means the National Association of School Psychologists. h. "NCATE" means the National Council for Accreditation of Teacher Education.	The organizations cited in R7-2-604, R7-2-604.01 and R7-2-604.02 are as follows: a. "CACREP" means the Council for Accreditation of Counseling and Related Education Program. b. "CAEP" means Council for the Accreditation of Educator Preparation c. "CEC" means the Council for Exceptional Children. d. "ELCC" means Educational Leadership Constituent Council e. "InTASC" means the Interstate Teacher Assessment and Support Consortium. f. "ISLLC" means the Interstate School Leaders Licensure Consortium. g. "ISTE-NETS" means the National Educational Technology Standards. h. "NAEYC" means the National Association for the Education of Young Children. i. "NASP" means the National Association of School Psychologists. j. "NCATE" means the National Council for Accreditation of Teacher Education. k. "TEAC" means Teacher Education Accreditation Council.	**Update**
R7-2-604.01	**Professional Preparation Programs**		
R7-2-604.01 A	Professional preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and alignment with national standards.	Professional Preparation Institutions shall include evidence that the Educator Preparation Program meets standards described in the Board approved Professional Teaching Standards or Professional Administrative Standards, field experiences, a capstone experience, and alignment with relevant national standards.	**Clarity** **Consistency**

R7-2-604.01 B	The Board shall evaluate and may approve the professional preparation programs of institutions which request Board approval. R7-2-604, R7-2-604.01 and R7-2-604.02 apply to all professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification. The Board may grant program approval for a period not to exceed five years.	The Department shall review and make recommendations to the Board to approve the educator preparation programs of professional preparation institutions requesting Board approval. All educator preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to certification are pursuant to these Rules. The Board may grant program approval for a period not to exceed six years.	**Clarity Consistency**
R7-2-604.01 C	Board approval of professional preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution is evaluated. These rules shall be enforced for all institutions seeking program approval as of February 28, 2005.	Board approval of educator preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the educator preparation program is evaluated.	**Clarity**
R7-2-604.02	**Professional Preparation Program Approval Procedures**		
R7-2-604.02 A	Institutions seeking professional preparation program approval shall submit to the Department the information necessary to conduct a preliminary review of the preparation program. The Department shall prescribe forms to assist institutions with providing all information required as part of the preliminary review process. The required information, at a minimum, shall include the following:	Professional Preparation Institutions with no Board approved educator preparation programs, seeking initial approval for an educator preparation program, shall submit to the Department the information necessary to conduct a preliminary review of the professional preparation institution. The Department shall prescribe forms to assist professional preparation institutions with providing all information required as part of the preliminary review process. The required information includes the following:	**Clarity**
R7-2-604.02 A 1	An institutional profile that includes information regarding the type of institution seeking approval, the type of approval being requested, any national or regional accreditations held by the program, the institution's governance and administrative	An institutional profile demonstrating program and financial stability, a description of the educator preparation program seeking approval, a listing of national or regional accreditations, the institution's governance and administrative structures and student demographic data.	**Clarity**

	structures and student demographic data. A program that is not regionally accredited by a Board recognized entity shall provide the Department with the necessary information to demonstrate program sustainability. This shall include a description of the institution's facilities, relevant equipment and supplies, student support services, access to library resources and technology, and evidence of financial stability.		
R7-2-604.02 A 2	A description of the institution's conceptual framework. This shall include an explanation of the institution's vision, mission, philosophy and goals. It should also describe how this framework is shared with students, faculty and other relevant stakeholders.	A description of the professional preparation institution's conceptual framework. That includes an explanation of the professional preparation institution's vision, mission, philosophy and goals, and a description of how this framework is shared with students, staff and other relevant stakeholders.	**Inclusion Clarity**
R7-2-604.02 A 3	Data regarding the Institution's faculty. This shall include the following:	Data regarding the Professional Preparation Institution's relevant staff including the following:	**Clarity**
R7-2-604.02 A 3.a updated spelling-including	Demographic data relating to the faculty for each program seeking approval. This data shall include the number with terminal degrees, the faculty to student ratio and the percentage of faculty members with experience teaching in a PreK-12 setting, and may also include ethnicity and gender if available.	Demographic data relating to the staff for each educator preparation program seeking approval including, at a minimum, educational degrees, staff to student ratio, experience teaching in a PreK-12 setting, and ethnicity and gender data if available.	**Clarity**
R7-2-604.02 A 3.b	Definitions of terms used by the institution to describe individuals responsible for professional coursework, clinical supervision and administration of each program.	Definitions of titles and clarification of roles of individuals responsible for courses, seminars, or modules of study; field experiences; and capstone experiences and administration of each program.	**Clarity, Consistency Inclusion**
R7-2-604.02 A 3.c	A description of the institution's employment policies, including procedures for determining faculty assignments, evaluation procedures and professional development opportunities and requirements.	A description of the professional preparation institution's employment policies, including procedures for determining staff assignments, evaluation procedures and professional development opportunities and requirements.	**Inclusion**
R7-2-604.02 B	The Department shall provide institutions applying for program approval with written notification indicating whether all necessary	The Department shall provide professional preparation institutions applying for educator preparation program approval with written notification, within 60 days of receiving	**Clarity**

	information has been submitted to complete the preliminary review process. If additional information is required the written notice shall specify the deficiencies and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information.	preliminary review materials, indicating whether all necessary information has been received to complete the preliminary review process. The written notice shall specify any deficiencies, if applicable, and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information.	
R7-2-604.02 C	Upon verification that an institution has satisfied the submittal requirements for the preliminary review, the Department shall initiate a review of the specific programs being considered for Board approval. The Department shall prescribe forms to assist institutions with providing all information required as part of the program review. To facilitate this review institutions shall:	The Department shall initiate a review of the specific educator preparation programs being considered for Board approval upon verification that a professional preparation institution has satisfied the submittal requirements for the preliminary review or has a current Board approved educator preparation program. The Department shall prescribe forms to assist institutions with providing all information required as part of the educator preparation program(s) review. To facilitate this review institutions shall:	**Clarity**
R7-2-604.02 C.1	Provide the Department with a description of the program being considered for Board approval. This shall include, at a minimum, the criteria for student entry into the program, a summary of the program course sequence, descriptions of all required courses, and verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement.	Provide the Department with a description of the educator preparation program(s) being considered for Board approval including, at a minimum, the criteria for student entry into the program, a summary of the program courses, seminars, or modules of study; field experiences, and capstone experiences. The Professional Preparation Institution must verify that it requires courses, seminars, or modules of study necessary to obtain a full Structured English Immersion endorsement if required for the certificate the candidate is seeking.	**Inclusion Clarity**
R7-2-604.02 C.2	Provide the Department with a description of the field experience and capstone experience policies for the program being considered for Board approval. The review team shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.	Provide the Department with a description of the field experience and capstone experience policies for the educator preparation program(s) being considered for Board approval. The review team shall verify that the field experience and capstone experience includes evidence of engagement in the application of relevant standards as articulated in the Board approved Professional Teaching Standards or Professional Administrative Standards and relevant national standards. Educator preparation programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.	**Clarity**

R7-2-604.02 C.3 NEW		Provide the Department with evidence that candidates are provided instruction and practice in how to gather, evaluate, synthesize, and use multiple data sources to translate into educational and classroom instructional decisions.	**Update**
R7-2-604.02 C.3 R7-2-604.02 C.4 updated academic standards, spelling	Provide the Department with a description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 and relevant national standards. The plan shall also describe processes for utilizing performance-based assessments and for providing candidates with necessary remediation. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.	Provide the Department with a description of the assessment plan for measuring candidates' competencies as they progress through courses, seminars, or modules of study and field experience to ensure their readiness for a capstone experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in the Board approved Professional Teaching Standards or Professional Administrative Standards, relevant Board approved academic standards, and relevant national standards. The plan shall also describe processes for utilizing performance-based assessments and for providing candidates with necessary remediation. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards	**Clarity**
R7-2-604.02 C.4 R7-2-604.02 C.5	Provide the Department with a description of the procedures used to monitor and evaluate the operation, scope and quality of the program being considered for approval. This shall include the use of internal and external evaluations. The institutions shall also submit to the Department data relating to program graduates.	Provide the Department with a description of the procedures used to monitor and evaluate the operation, scope and quality of the educator preparation program(s) being considered for approval. This may include, but is not limited to, the use of internal evaluations, external evaluations, stakeholder surveys, program completer employment information, and PreK-12 student achievement data.	**Clarity**
R7-2-604.02 C.5 R7-2-604.02 C.6 Updated Academic standards	Provide the Department with a program matrix demonstrating that program coursework assessments, field experiences and capstone experiences align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.	Provide the Department with educator preparation program matrices demonstrating that program course, seminar, or module assessments, field experiences and capstone experiences measure candidates' success in meeting the Board approved Professional Teaching Standards or Professional Administrative Standards, relevant Board approved academic standards, and relevant national standards. Educator preparation programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with relevant national	**Clarity**

		standards.	
R7-2-604.02 D	Upon completion of the program review, the review team shall schedule and conduct an onsite visit. The onsite visit may include a tour of the institution, a review of documentation and related evidence and interviews of administrative staff, faculty, students and school personnel.	The Department shall schedule and conduct an onsite visit upon completion of the educator preparation program(s) review for professional preparation institutions seeking initial approval. The onsite visit may include a tour of the professional preparation institution, a review of documentation and related evidence and interviews of administrative staff, faculty, students and local education agency, private agency or other PK-12 setting personnel.	**Clarity Consistency**
R7-2-604.02 E	Upon completion of the onsite review, the review team shall, within 90 days, provide the institution with a report of its findings. This report shall cite any evidence showing deviation from each standard that applies to the institution's programs. The institution shall have 30 days from receipt of the review team's findings to submit a response addressing the findings.	Upon completion of the onsite review, the Department shall, within 90 days, provide the professional preparation institution with a report of its findings. This report shall cite any evidence showing deviation from relevant standards as articulated in the Board approved Professional Teaching Standards or Professional Administrative Standards that applies to the educator preparation programs. The professional preparation institution shall have 30 days from receipt of the review team's report to submit a response addressing any identified deficiencies.	**Clarity Consistency**
R7-2-604.02 F	Based upon its findings, the review team shall recommend to the Board that the program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed five years.	Based upon its findings, the Department shall recommend to the Board that the educator preparation program be approved or denied.	**Clarity**
R7-2-604.02 F R7-2-604.02 G Separated from F		The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval.	**Clarity**
R7-2-604.02 G R7-2-604.02 H	An institution may request reconsideration of the Board's decision. If a program is ultimately denied program approval the institution may not reapply for approval for a period of one year from the date of the Board's final action.	Within 60 days of educator preparation program denial, a Professional Preparation Institution may request the Board reconsider its decision.	**Inclusion Clarity**

R7-2-604.02 H **R7-2-604.02 I**	Institutions with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.	Professional Preparation Institutions with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.	**Inclusion**
R7-2-604.02 I **R7-2-604.02 J**	Board approved institutions shall comply with the reporting requirements established by Title II of the Higher Education Act (P.L. 110-315).	Professional Preparation Institutions with Board approved educator preparation programs shall comply with the reporting requirements established by Title II of the Higher Education Act (P.L. 110-315).	**Inclusion**
R7-2-604.02 J **R7-2-604.02 K**	Each approved institution shall file an annual report with the Department documenting program activities for the previous year. The annual report shall be submitted on the yearly due date established by Title II of the Higher Education Act (P.L. 110-315) for the institutional report. The annual report shall include the following:	Each approved institution shall submit a biennial report with the Department documenting educator preparation program(s) activities for the previous two years. The biennial report shall include the following:	**Clarity**
R7-2-604.02 J1. **R7-2-604.02 K1.**	A description of any substantive changes to Board approved programs;	A description of any substantive changes in courses, seminars, modules, assessments, field experiences or capstone experiences in Board approved educator preparation programs;	**Clarity**
R7-2-604.02 J2. **R7-2-604.02 K2.**	A copy of the current institutional catalog;	Electronic access to all current educator preparation program information;	
R7-2-604.02 J3. **R7-2-604.02 K3.**	The name, title and original signature of the certification officer for the institution;	The name, title and original signature of the certification officer for the professional preparation institution;	
R7-2-604.02 J4. **R7-2-604.02 K4.**	Program, faculty, and candidate data required as a condition of initial or continuing program approval.	Program, staff, and candidate data required as a condition of initial or continuing program approval.	
604.02 K **604.02 L**	Board approved programs shall provide their program graduates with an institutional recommendation for issuance of the appropriate Arizona certification.	Board approved educator preparation programs shall provide their program completers with an institutional recommendation for issuance of the appropriate Arizona certification.	**Consistency**
604.02 L **604.02 M**	To maintain Board program approval the institution shall be in continuous operation and training students in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain	To maintain Board educator preparation program approval the professional preparation institution shall be in continuous operation and training candidates in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable	

	compliance with all applicable local, state, tribal and federal requirements.	local, state, tribal and federal requirements.	
R7-2-604.02 M **R7-2-604.02 N**	The Department shall administer two cycles per year for the review of applications for program approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an institution must submit all required preliminary review documentation by either January 15 or July 15.	The Department shall provide a timeline for professional preparation institutions to submit educator preparation programs for approval.	**Streamlining**
R7-2-604.02 N **R7-2-604.02 O**	Institutions seeking renewal of program approval shall submit the required preliminary review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program.	Professional Preparation Institutions seeking renewal of educator preparation program approval shall submit the required documents for review documentation at least six months prior to the program expiration date.	**Clarity**
R7-2-604.03	**Alternative Professional Preparation Programs**	**Alternative Educator Preparation Programs**	
R7-2-604.03 A	Alternative professional preparation institutions may include, but are not limited to, universities and colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers. At a minimum, the professional preparation program shall include training in the standards described in R7-2-602 and R7-2-603, a capstone experience, and alignment with national standards.	Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.01.	**Inclusion**
R7-2-604.03 B-C	B. The Board shall evaluate and may approve the alternative professional preparation programs of applicants which request Board approval. Rules R7-2-604, R7-2-604.03 and R7-2-604.04 apply to all alternative professional preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to		**Inclusion**

	certification. The Board may grant program approval for a period not to exceed seven years. C. Board approval of alternative professional preparation programs may be granted following the successful evaluation of the program. Board rules in effect at the time of the submission of a program for evaluation shall be the rules upon which the institution is evaluated.		
R7-2-604.04 A, B1.-7., C-M	**Alternative Professional Preparation Program Approval Process**	**Alternative Educator Preparation Program Approval Process**	**Clarity**
R7-2-604.04 A R7-2-604.04 A.04 #1,2 moved from R7-2-604.04.B	The Board shall establish a review committee for the purpose of evaluating all complete applications for alternative professional preparation program approval. The committee shall be comprised of seven members and may include representatives from the Board, the Department, higher education, local school districts, charter schools or the local business community.	Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.02 including the following: 1. Individuals participating in or completing Board approved alternative educator preparation programs as delineated in this section may apply for a Teaching Intern Certificate, pursuant to R7-2-614(E). 2. Individuals enrolled in an approved alternative educator preparation program may complete their field experience and capstone experiences during the valid period of their Teaching Intern Certificate.	**Inclusion**
R7-2-604.04 B1.-7., C-M	B. Applicants seeking professional preparation program approval shall submit to the Department the information necessary to conduct a review of the preparation program. The Department shall prescribe forms to assist applicants with providing all information required as part of the review process. The required information shall include the following: 1. A profile that includes information regarding the type of organization seeking approval, the type of approval being requested.	DELETE	**Inclusion**

	2. A description of the organization's conceptual framework. This shall include an explanation of the applicant's vision, mission, philosophy and goals. 3. The criteria for student entry into the program, a summary of the program course sequence or alternative program/course of study, descriptions of all required courses, or alternative program/course of study, and verification that program graduates possess a bachelor's degree from an accredited institution and have completed the training necessary to obtain a Structured English Immersion endorsement. 4. Data regarding the institution's faculty or personnel. This shall include demographic data relating to the faculty and/or personnel for each program seeking approval. 5. A description of the field experience and capstone experience policies for the program being considered for Board approval. The review committee shall verify that the field experience or capstone experience complies with relevant standards as articulated in R7-2-602 or R7-2-603 and relevant national standards. Individuals enrolled in an approved alternative professional preparation program may complete their field experiences or capstone experiences during the valid period of their intern certificates. Programs applying for approval in school psychology and guidance counseling shall only be		

required to demonstrate compliance with applicable national standards.

6. A description of the assessment plan for measuring competencies in coursework and field experience. The plan shall require, at a minimum, that candidates demonstrate competencies as articulated in R7-2-602 or R7-2-603 and relevant national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.

7. A description of how this program will align with relevant standards as articulated in R7-2-602 or R7-2-603 and with applicable national standards. Programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.

C. The Department shall provide applicants for program approval with written notification indicating whether all necessary information has been submitted to complete the review process. If additional information is required the written notice shall specify the deficiencies and indicate that the institution has 30 days from receipt of the notice to supply the Department with all required information.

D. Upon verification that an applicant has satisfied the submittal requirements for the review, the Department shall inform the executive director for the Board that the application is complete. The

executive director shall schedule a meeting of the review committee described in subsection (A) to review the application and prepare a recommendation for the Board. The review committee shall evaluate each program on identical criteria, as directed by the Board. The evaluation shall permit variations in program design.

E. The review committee may request additional information from an applicant if it determines that such information is necessary to complete an evaluation.

F. Upon completion of the review, the review committee shall, within 90 days, provide the applicant with a report of its findings. The institution shall have 30 days from receipt of the review team's findings to submit a response addressing the findings.

G. Based upon the findings, the review team shall recommend to the Board that the program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed seven years.

H. An applicant may request reconsideration of the Board's decision. If a program is ultimately denied approval the applicant may not reapply for approval for a period of one year from the date of the Board's final action.

I. Applicants with Board approval shall make available to the public a statement indicating the type of approval it has been granted and the valid period for that approval.

J. Each approved applicant shall file an annual report with the Department

	documenting program activities for the previous year. K. Individuals participating in or completing Board approved programs as delineated in this Section may apply for a Teaching Intern Certificate, pursuant to R7-2-614(E). L. To maintain Board program approval the organization shall be in continuous operation and training students in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements. The Department shall provide the Board with an evaluation of the program's effectiveness. This evaluation shall include available data pertaining to the academic achievement of those students taught by program graduates. M. The Department shall administer two cycles per year for the review of applications for program approval. One cycle shall commence in January and the other cycle in July. To be eligible for either cycle an applicant must submit all required preliminary review documentation by either January 15 or July 15. The Department may establish additional application cycles at its discretion and as resources permit. N. Applicants seeking renewal of program approval shall submit the required preliminary review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program.		