

## ARTICLE R7-2-604. PROFESSIONAL PREPARATION PROGRAMS

### **R7-2-604. Definitions**

In R7-2-604 through R7-2-604.02, unless the context otherwise requires:

1. "Accreditation" means a Professional Preparation Institution's recognition by a national or regional agency or organization acknowledged for meeting identified standards or criteria.

2. "Annual Biennial Report" means a report submitted yearly every two years to the Department by all Arizona State Board approved professional preparation institutions of higher education.

3. "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).

4. "Board Approved Program" means a course of study, that is approved by the Board and meets the state's standards all relevant standards for early childhood, elementary, secondary and special education teachers, administrators, school guidance counselors, and school psychologists.

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.

6. "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 capstone experiences shall lead to an Institutional Recommendation for an Arizona teaching, administrator, school guidance counselor, or school psychologist certificate.

7. "Field Experience" means scheduled directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs 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.

8. "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.

~~5-9.~~ "Institutional ~~R~~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.

~~6~~10. "Institutional ~~R~~report" means a report issued by the ~~review team~~Department that cites evidence of compliance with or deviation from each standard that applies to the institution's educator preparation program's approval. The report may include accommodations, recommendations, and areas of improvement.

~~7.~~ "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.~~

~~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.~~

~~9~~11. "National ~~S~~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, IN~~n~~TASC, ISLLC, ELLCC, ISTE-NETS, NAEYC, NASP or NCATE or TEAC.

~~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.~~

~~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.~~

12. "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.

13. "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.

14. "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 seeking. Program supervisors must also have adequate training from the professional preparation institution.

1215. "Student teaching" means a sustained period minimum of twelve weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction supervision of a supervising practitioner certified teacher and an institutional program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.

16. "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.

1317. "Review Team" means a committee that reviews educator preparation programs seeking Board approval that consists of a representative from appointed by 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. 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.

1418. 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

bc. "CEC" means the Council for Exceptional Children.

d. "ELCC" means Educational Leadership Constituent Council

ee. "IN<sub>n</sub>TASC" means the Interstate New Teacher Assessment and Support Consortium.

df. "ISLLC" means the Interstate School Leaders Licensure Consortium.

eg. "ISTE-NETS" means the National Educational Technology Standards.

fh. "NAEYC" means the National Association for the Education of Young Children.

gj. "NASP" means the National Association of School Psychologists.

hj. "NCATE" means the National Council for Accreditation of Teacher Education.

k. "TEAC" means Teacher Education Accreditation Council.

### **R7-2-604.01. Professional Preparation Programs**

A. Professional preparation institutions ~~may shall~~ 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 evidence that the educator preparation program meets include training in the standards described in R7-2-602 and R7-2-603~~ the Board approved professional teaching standards or professional administrative standards, field experiences, a capstone experience, and alignment with relevant national standards.

B. The Board ~~Department~~ shall evaluate review and ~~may approve the professional make recommendations to the Board to approve the educator preparation programs of professional preparation institutions requesting which request~~ Board approval. ~~R7-2-604, R7-2-604.01 and R7-2-604.02 apply to a~~All professional 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 ~~five~~ six years.

C. Board approval of ~~professional~~ 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 ~~institution~~

~~educator preparation program is evaluated. These rules shall be enforced for all institutions seeking program approval as of February 28, 2005.~~

#### Historical Note

New Section made by exempt rulemaking at 16 A.A.R. 318, effective August 29, 2006 (Supp. 09-1).

### **R7-2-604.02. Professional Preparation Program Approval Procedures**

A. ~~Professional preparation institutions with no Board approved educator preparation programs, seeking initial approval for an educator professional preparation program approval shall submit to the Department the information necessary to conduct a preliminary review of the professional preparation program 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, at a minimum, shall include the following:~~

1. ~~An institutional profile demonstrating program and financial stability, a description of the educator preparation program that includes information regarding the type of institution seeking approval, the type of approval being requested, any a listing of national or regional accreditations held by the program, the institution's governance and administrative 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.~~

2. ~~A description of the professional preparation institution's conceptual framework. This shall That includes an explanation of the professional preparation institution's vision, mission, philosophy and goals, and a description of It should also describe how this framework is shared with students, faculty staff and other relevant stakeholders.~~

3. ~~Data regarding the professional preparation institution's relevant staff faculty. This shall include including the following:~~

a. ~~Demographic data relating to the faculty staff for each educator preparation program seeking approval including, at a minimum, educational. This data shall include the number with terminal degrees, staff 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 data if available.~~

b. ~~Definitions of titles and clarification of roles of terms used by the institution to describe individuals responsible for professional coursework, clinical supervision~~

courses, seminars, or modules of study; field experiences; and capstone experiences and administration of each program.

c. A description of the professional preparation institution's employment policies, including procedures for determining faculty staff assignments, evaluation procedures and professional development opportunities and requirements.

B. The Department shall provide professional preparation institutions applying for educator preparation program approval with written notification, within 60 days of receiving preliminary review materials, indicating whether all necessary information has been submitted to complete the preliminary review process. ~~If additional information is required~~ †The written notice shall specify the 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.

C. ~~Upon verification that an institution has satisfied the submittal requirements for the preliminary review,~~ †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:

1. Provide the Department with a description of the educator preparation program(s) being considered for Board approval. ~~This shall 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 sequence, descriptions of all required courses, and verification that the program requires courses that are necessary to obtain a full Structured English Immersion endorsement if required for the certificate the candidate is seeking.

2. 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 ~~or~~ and capstone experience includes evidence of engagement in the application of ~~complies with~~ relevant standards as articulated in ~~R7-2-602 or R7-2-603~~ the Board approved professional teaching standards or professional administrative standards and relevant national standards. Educator preparation ~~P~~programs applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.

3. 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.

34. Provide the Department with a description of the assessment plan for measuring candidates' competencies as they progress through coursework 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 ~~R7-2-602 or R7-2-603~~ 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.

45. 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 ~~shall~~ may include, but is not limited to, the use of internal evaluations and, external evaluations, ~~stakeholder surveys, program completer employment information, and PreK-12 student achievement data.~~ The institutions shall also submit to the Department data relating to program graduates.

56. Provide the Department with a educator preparation program matrix matrices demonstrating that program ~~coursework~~ course, seminar, or module assessments, field experiences and capstone experiences ~~align with relevant standards as articulated in R7-2-602 or R7-2-603~~ measure candidates' success in meeting the Board approved professional teaching standards or professional administrative standards, and relevant with applicable national standards. Educator preparation Pprograms applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with ~~applicable~~ relevant national standards.

D. ~~Upon completion of the program review, the review team shall schedule and conduct an onsite visit. 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 and school personnel.

E. Upon completion of the onsite review, the ~~review team~~ 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 ~~each~~ relevant standard as articulated in the Board approved professional teaching standards or professional administrative standards that applies to the educator preparation institution's programs. The professional preparation institution shall have 30 days from receipt of the review team's findings report to submit a response addressing ~~the findings~~ any identified deficiencies.

~~F. Based upon its findings, the review team Department shall recommend to the Board that the educator preparation program be approved, approved with conditions or denied. The Board may grant program approval for a period not to exceed five years.~~

G. The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval.

~~GH. 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.~~

~~HJ. 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.~~

~~IJ. Board approved 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).~~

~~JK. Each approved institution shall file submit an annual biennial report with the Department documenting educator preparation program(s) activities for the previous two years. The annual biennial report shall include the following: 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:~~

- ~~1. A description of any substantive changes in courses, seminars, modules, assessments, field experiences or capstone experiences in to Board approved educator preparation programs;~~
- ~~2. A copy of the current institutional catalog; Electronic access to all current educator preparation program information;~~
- ~~3. The name, title and original signature of the certification officer for the professional preparation institution;~~
- ~~4. Program, faculty staff, and candidate data required as a condition of initial or continuing program approval.~~

~~KL. Board approved educator preparation programs shall provide their program graduates completers with an institutional recommendation for issuance of the appropriate Arizona certification.~~

~~LM. To maintain Board educator preparation program(s) approval the professional preparation institution shall be in continuous operation and training students candidates~~

in accordance with its mission and program objectives, fulfill all reporting requirements, and maintain compliance with all applicable local, state, tribal and federal requirements.

~~MN. The Department shall administer two cycles per year for the review of applications for provide a timeline for professional preparation institutions to submit educator preparation program(s) for 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.~~

~~NO. Professional preparation institutions seeking renewal of educator preparation program approval shall submit the required preliminary documents for review documentation by the deadline for a review cycle that commences at least one year prior to the expiration date of the approved program, at least six month prior to the program expiration date.~~

#### Historical Note

New Section made by exempt rulemaking at 16 A.A.R. 318, effective August 29, 2006 (Supp. 09-1).

### **R7-2-604.03 Alternative Professional Educator Preparation Programs**

- ~~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.~~
- ~~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 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-N Alternative Professional Educator Preparation Program Approval Process**

A. ~~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.

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.~~

~~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.~~