

ARTICLE R7-2-604. PROFESSIONAL EDUCATOR PREPARATION PROGRAMS

R7-2-604. Definitions

In R7-2-604 through ~~R7-2-604.02~~ R7-2-604.04, 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.
- ~~1-2.~~ "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 for each approved educator preparation program.
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).
- ~~2-4.~~ "Board approved program ~~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 or school psychologists.
- ~~3-5.~~ "Capstone ~~experience~~ Experience" means a culminating professional experience in a PreK-12 setting. This experience may include student teaching or internships in administration, administrative internships, counseling, practicum and internships, and or school psychology, internships, or alternative path preK-12 teaching.
6. "Educator preparation program" means a traditional or alternative educator preparation program. Either type of program shall include courses, seminars, or modules of study; field experiences; and capstone experiences for preparing PreK-12 teachers,

administrators, school guidance counselors, and school psychologists for an institutional recommendation for an Arizona certificate.

~~4-7.~~ "Field ~~experience~~Experience" means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator 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.

~~5-8.~~ "Institutional ~~recommendation~~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.~~ "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 program. 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. “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.

9-10. "National ~~standards~~Standards" means written expectations for meeting a specified level of performance that are established by, but not limited to, the following organizations:

Council for Accreditation of Counseling and Related Education Program (CACREP), Council for the Accreditation of Educator Preparation (CAEP), Council for Exceptional Children. (CEC), Educational Leadership Constituent Counsel (ELCC), Interstate New Teacher Assessment and Support Consortium (INnTASC), Interstate School Leaders Licensure Consortium (ISLLC), National Educational Technology Standards (ISTE-NETS), National Association for the Education of Young Children (NAEYC), National Association of School Psychologists (NASP-~~or~~), National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (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.~~ “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. A deficiency may include, but is not limited to, stakeholder surveys, completer data and student achievement data.

12. "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. "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.

13. "Program completer" means a student who has met all the professional program institution's requirements of a Board approved educator preparation program necessary to obtain an institutional recommendation.

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.

1315. "Review Team" means a committee appointed by that reviews educator preparation programs seeking Board approval that consists of representatives from 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 and at least three of the following entities: an institutions under the jurisdiction of the

Arizona Board of Regents Institutions, ~~an~~ Arizona private institutions ~~institution~~ of higher education, ~~an~~ Arizona community colleges, other organizations with a Board approved educator preparation program, ~~the Arizona Education Association~~, professional educator associations, ~~a district level administrator from a local education agency~~ PreK-12 administrators from local education agencies, ~~and a National Board Certified Teachers~~ Teacher, ~~and the Department~~.

14. 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.

e. "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.

16. "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. The student teaching placement must be appropriate for the certification that the applicant is seeking.

17. "Supervising practitioner" means a standard certified educator, currently employed by a local education agency, private agency or other PreK-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.

R7-2-604.01. Professional Educator 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 is aligned to shall include training in the standards described in R7-2-602 and R7-2-603 the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experiences, and a capstone experience, and alignment with national standards.

B. Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department, and the Department shall recommend Board action. Upon the recommendation of the Department, the ~~The~~ Board shall evaluate and may approve an educator 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~~ six years.

C. All educator preparation programs that lead to an Arizona certification must be approved by the Board pursuant to these rules. 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.

R7-2-604.02. Professional Educator Preparation Program Approval Procedures

A. ~~Institutions~~ 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 readiness 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 readiness review process. The required information, ~~at a minimum, shall include~~ includes the following:

1. An institutional profile ~~that includes information regarding the type of institution demonstrating program and financial stability, a description of the educator preparation program 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 institution's conceptual framework. This shall include an explanation of the professional preparation institution's vision, mission, philosophy and goals, and a

~~description of. It should also describe~~ how this ~~framework information~~ is shared with students, faculty ~~relevant~~ staff and other relevant stakeholders.

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

a. Demographic data relating to the faculty ~~relevant~~ staff for each ~~educator preparation~~ program seeking approval, ~~including, at a minimum, educational. This data shall include the number with terminal degrees, the faculty staff to student ratio, and the percentage of faculty members with experience teaching in a PreK-12 setting, and, if available, 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; 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 program approval with~~ written notification, ~~within 60 days of receiving~~ ~~readiness~~ review materials, ~~either~~ indicating ~~readiness to submit educator preparation programs for review or specifying any deficiencies. whether all necessary 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~~ ~~The~~ institution has 30 days from

receipt of the notice to supply the Department with all required information regarding identified deficiencies.

C. ~~Upon verification that an institution has satisfied the submittal requirements for the preliminary review, the~~The Department shall initiate a review of the specific educator preparation programs being considered for Board approval. The Department shall prescribe forms to assist institutions with providing all information required as part of the educator preparation programs review. Professional Preparation Institutions with accreditation may submit accreditation documentation to be considered as part of the review process. To facilitate this review, institutions shall provide the Department with the following:

1. ~~Provide the Department with a~~ A description of the educator preparation programs ~~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~~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~~ A description of the field experience and capstone experience policies for the educator preparation programs 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 Pprograms applying for approval in school psychology and guidance counseling shall only be required to demonstrate compliance with applicable national standards.

3. Evidence that candidates are provided instruction and practice in how to gather, evaluate, and synthesize multiple data sources and how to effectively use data in educational and classroom instructional decisions.

4. Provide the Department with evidence that candidates are provided instruction and practice in how to appropriately integrate technology when working with students.

~~4.5. Provide the Department with a~~ A description of the assessment plan for measuring each candidate's competencies as they progress through in-coursework courses, seminars, or modules of study and field experienceexperiences to ensure 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~~ relevant national standards.

~~5.6. Provide the Department with a~~ A description of the procedures used to monitor and evaluate the operation, scope and quality of the educator preparation program being considered for approval. This shall include the use of internal and external evaluations,

and may include 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.

6.7. ~~Provide the Department with a~~ An 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. ~~Programs~~ Educator preparation programs 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 may schedule and conduct an onsite visit upon completion of the educator preparation programs 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-relevant staff, faculty, students-educator candidates, and local education agency, private agency or other PreK-12 administrators who employ program completers.

E. Upon completion of the review, and onsite review if applicable, the ~~review team~~ Department shall, within 90 days, provide the professional preparation institution with a program report of the Department's ~~its~~ findings. This report shall cite any evidence showing deviation from each relevant standard Board approved professional teaching standard, professional administrative standard, and relevant national standard that applies

to the educator preparation program~~institution's programs~~. The professional preparation institution shall have 30 days from receipt of the ~~review team's findings~~ Department's program report to submit a response addressing ~~the findings~~ any identified deficiencies.

F. Based upon ~~its findings~~ the Department's program report, 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.

H. Within 60 days of the Board's action, a professional preparation institution ~~An institution may request reconsideration of the Board's decision to deny an educator preparation program.~~ 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.

H.I. Professional preparation institutions ~~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~~ which the educator preparation program has been approved.

I.J. ~~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).

J.K. Each approved professional preparation institution shall ~~file~~ submit an annual a biennial report with the Department documenting educator preparation program activities for the previous year ~~two years~~. ~~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~~ biennial 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 relevant educator preparation program information;
3. The name, title and original signature of the certification officer for the professional preparation institution;
4. Program ~~Relevant data on the~~ educator preparation program, faculty relevant staff, and candidates, data ~~data~~ 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.

L. The Department shall provide annual updates to the Board and make publically available information summarizing the biennial reports to include, but not limited to, program status, deficiencies, and commendations.

~~K. M.~~ Board approved educator preparation programs shall provide their program ~~graduates~~ completers with an institutional recommendation for issuance of the appropriate Arizona certification within 45 days.

L. N. To maintain Board educator preparation program 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.

M. O. 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 programs 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.~~

NP. 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.

R7-2-604.03 Alternative Professional Educator Preparation Programs

A. Professional Preparation Institutions that submit an alternative educator preparation program(s) for Board approval must adhere to R7-2-604.01. ~~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.~~

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 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, except that 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), and 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.~~