



Northern Arizona University  
Traditional Report AY 2019-20  
Arizona



REPORT COMPLETE

STATUS: **CERTIFIED**

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

105330

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

NAU Professional Education Programs

PO BOX 5774

CITY

FLAGSTAFF

STATE

Arizona

ZIP

86011-5774

SALUTATION

Dr.

FIRST NAME

Cynthia

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.  
**(\$205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	

Total number of teacher preparation programs:

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

☒ Yes

☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Fingerprint check	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Background check	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>
Minimum number of courses/credits/semester hours completed	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Minimum GPA	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Minimum GPA in content area coursework	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Minimum GPA in professional education coursework	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Minimum ACT score	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>
Minimum SAT score	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>
Minimum basic skills test score	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>
Subject area/academic content test or other subject matter verification	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
Recommendation(s)	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>
Essay or personal statement	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>



Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Several of NAU's undergraduate initial teacher preparation programs have program admission requirements of a 3.0 GPA in major content coursework and a 2.5 overall GPA. These degree programs include Art Education (BSEd), Secondary Education - English (BSEd), and Secondary Education - History and Social Studies (BSEd) programs. Additionally, at completion, GPA requirements vary somewhat among NAU's undergraduate initial teacher programs. A completion GPA requirement of 2.5 in all coursework, major content coursework, and/or teacher preparation coursework is required for Health Sciences - Physical Education (BSEd), Music Secondary Education (BMEd), Secondary Education - Spanish (BSEd), Secondary Education - Biology (BSEd), Secondary Education - Chemistry (BSEd), Secondary Education - Earth Science (BSEd), Secondary Education - General Science (BSEd), Secondary Education - Mathematics (BSEd), Secondary Education - Physics (BSEd), and Secondary Education - German (BSEd) degree programs. NAU's Art Education (BSEd), Secondary Education - English (BSEd), and Secondary Education - History and Social Studies (BSEd) programs require a 2.5 GPA in all coursework and a 3.0 GPA in major content coursework. Finally, NAU's Early Childhood Education (BSEd), Early Childhood Education and Early Childhood Special Education (BSEd), Elementary Education (BSEd), and Special and Elementary Education (BSEd) programs require a 2.5 GPA in all coursework and a 3.0 GPA in teacher preparation coursework.

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes

☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>45</div>
Number of clock hours required for student teaching	<div>640</div>

Are there programs in which candidates are the teacher of record?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	45
Number of years required for teaching as the teacher of record in a classroom	0.5

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	66
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	123
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	682
Number of students in supervised clinical experience during this academic year	1815

Please provide any additional information about or descriptions of the supervised clinical experiences:

Arizona has a Student Teaching Intern Certificate, which is a state certificate. Therefore, students complete the traditional program as listed in catalog but have the option to complete student teaching as the teacher of record for 1 semester/half a year. These candidates do have on-site K-12 supervision as well as a university supervisor per a state supervision plan.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	1777
Subset of Program Completers	555

Gender	Total Enrolled	Subset of Program Completers
Male	244	54
Female	1533	501
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	43	11
Asian	25	6
Black or African American	30	7
Hispanic/Latino of any race	464	140
Native Hawaiian or Other Pacific Islander	1	1
White	1115	361

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	86	25
No Race/Ethnicity Reported	13	4

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank.  [\(§205\(b\)\(1\)\(H\)\)](#)

### What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>122</div>
13.1202	Teacher Education - Elementary Education	<div>390</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	15
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	44
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	12
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	23
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### What are CIP Codes?

Do participants earn a degree upon completion of the program?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="122"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="390"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="18"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="15"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="44"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="6"/>
13.1307	Teacher Education - Health	<input type="text"/>



CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	11
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	12
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	23
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.  [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
- Yes

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Q1: NAU continues to seek opportunities to collaborate with the Arizona Department of Education regarding teacher preparation programs and with local educational agencies. NAU conducts meetings with stakeholders to gather feedback regarding student teachers, program completers, and opportunities to partner. NAU seeks and uses external grant funding to support programs and increase enrollment in high need areas such as Mathematics, Science, Special Education, and Early Childhood Special Education. NAU hosts a teacher career fair annually that is specifically for districts and schools in Arizona. Q2: NAU Professional Education Programs have been working with districts and schools to expand upon existing partnerships and develop new partnership programs with schools and districts throughout the state. The focus of these partnerships is to create deeper clinical experiences that prepare candidates more effectively in addressing instructional decisions faced by new teachers. Elementary Education, Special and Elementary Education, Early Childhood Education and Early Childhood Special Education, and Secondary faculty are collaborating with targeted school district partners to identify the needs of the schools and plan teacher preparation, professional development, and field experiences

aligned with the specific needs of the P-12 schools. This has included expanding the field experiences required for candidates. Additionally, NAU's Arizona K-12 Center is supporting new teachers during their first year through mentoring and induction programs, and NAU's Center for Science Teaching and Learning includes a professional development group focused completely on supporting the development of in service science teachers.

Q3: NAU Departments of Teaching and Learning and Educational Specialties maintain close articulation between the undergraduate dual certificate degree in Special and Elementary Education as well as Early Childhood Education and Early Childhood Special Education. Q4: Elementary and Early Childhood Education majors are required to take a special education survey/ introduction course (ESE 380 or ESE 548) as well as due to adopted state rule language these courses also address dyslexia. Additionally, programs address differentiation through lesson planning instruction. Again, based on adopted state rule language, NAU's Secondary Education programs now require a special education course that focuses on dyslexia as well as other topics including universal design and preparation for candidates in pedagogical strategies to meet the diverse needs of special population students. Finally, a Professional Dispositions Module (self-paced course) was added as a requirement for all initial teacher preparation programs beginning in Spring 2016 and updated in Fall 2019, which includes a section on Special Education laws, and is also based on the Model Code of Ethics for Educators (MCEE) adopted by the Arizona Department of Education. Q5: All teacher preparation program candidates are required to take one course on Structured English Immersion (SEI). Qualifying courses are approved by the Arizona Department of Education. Q6: NAU Professional Education Programs ensure candidates participate in a variety of field experiences in diverse settings including Title I schools. Elementary Education and dual certificate degree Special and Elementary Education candidates gain experiences in schools such as the tri-language school (Spanish, Navajo, English), Puente de Hozho or the Praxis (special education) program at Marshall Magnet school. Partnerships in urban school districts in the Phoenix area also offer field experiences in diverse settings. Q7: Beyond meeting Arizona Department of Education certification requirements, all initial teacher licensure programs are aligned to InTASC Model Core Teaching Standards and relevant Specialized Professional Association standards for the specific content area. Practicum and student teaching placements for candidates are located in a variety of districts and schools.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

### 1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

### 2. Describe your goal.

The program goal was to add 12 prospective teachers in mathematics in 2019-20. The number of new, actively enrolled Secondary Education - Mathematics students for Fall 2019 was 14, thereby meeting our goal. Fall 2018 had 13 new freshmen students actively enrolled in the program. However, as of fall 2019 the total overall enrollment in the BSEd Secondary Education - Mathematics program was 65 students, down from 75 students in fall 2018. It's worth noting that the number of incoming new freshmen students remained relatively constant.

### 3. Did your program meet the goal?

- ☒ Yes
- ☐ No

### 4. Description of strategies used to achieve goal, if applicable:

Current outreach, recruitment, and student-ambassador efforts and the strength of our program may be supporting the enrollment numbers. Through the program's NSF Noyce Grant, we have been collaborating with Coconino Community College (CCC) to increase the awareness of our NAUTeach program on the CCC campus in order to recruit their graduates to enroll in the BSEd Secondary Education - Mathematics degree program at NAU. Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-20. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may have also contributed to recruitment efforts.

### 5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

**6. Provide any additional comments, exceptions and explanations below:**

NAU's Secondary Education - Mathematics enrollment numbers and expectations for future enrollments remain constant. NAU and NAUTeach faculty remain committed to current outreach and recruitment efforts, including efforts accomplished by the student ambassador as well as maintaining a strong program of study. As noted above, as part of NSF Noyce Grant, NAU faculty are collaborating with Coconino Community College (CCC) to increase the awareness of the NAUTeach program on the CCC campus in order to encourage their graduates to enroll at NAU.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

The program goal for AY 2020-21 was to add 12 prospective teachers in mathematics. The program plans to continue current outreach, recruitment, and student-ambassador efforts (as described above). Additionally, the Arizona Teachers Academy (ATA) will be available for all initial teacher preparation programs at NAU for AY 2020-21. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program, in addition to the long-running NSF Noyce Grant scholarship program that provides up to 10 \$18,000 scholarships to math/science education students in the final year of the NAUTeach program, should contribute to recruitment and retention efforts. According to current data, the program has added 16 actively enrolled freshmen BSEd Secondary Education - Mathematics students, so we can count 14 newly added full time freshman students for the AY 2020-2021. Thus, we are currently exceeding our goal of 12 new prospective teachers in mathematics. Another goal for this year was to update the BSEd Secondary Education - Mathematics and all BSEd science programs offered through the NAUTeach program. As part of streamlining the degree program and aligning our practicum experiences with other programs offered through the College of Education (where CSTL and NAUTeach courses are housed). As such, a program update was submitted at the start of Spring 2021 that included removal of TSM 404 and shifting of some of the content from TSM 404 to MAT 402. In addition, course supervision numbers and structure have been updated to better reflect the practicum requirements of students and time commitments of faculty involved in practicum classes.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Our program goals remain similar, with the goal of adding 12 prospective teachers in mathematics. To date, the total overall enrollment number in the program appears healthy moving from 65 students enrolled in BSEd Secondary Education - Mathematics in Fall 2019 to 79 students enrolled in Fall 2020. In addition, the number of seniors in the program have varied from year to year (e.g., in AY 2019-2020 there were 4 seniors in the program, while AY 2020-2021 had 15 seniors). Our goal for AY 2020-2021 is to graduate at least 13 of this year's seniors (1 is currently not enrolled due to COVID issues and 1 is double majoring and will not graduate for at least another year). Currently there are 25 juniors in the program; a goal for AY 2021-2022 will be to graduate at least 21 of those juniors in the AY 2021-2022. A goal of 21 graduates allows for those on dual major tracks who may need time beyond their senior year to complete degrees and flexibility for students experiencing difficulty with degree completion due to COVID limitations. Senior numbers depend largely on the size of the incoming freshmen class. We will be monitoring enrollment data in order to track retention of students in the program. A final goal of the program will be to enact the CCC to NAU pipeline for NAUTeach (math & science BSEd programs) by offering Step 1 and Step 2 courses at CCC. These courses have been approved through the CCC curriculum approval process and approved for matriculation into NAU's NAUTeach program as part of the CCC to NAU program. It is our hope that these courses will have a minimum of 6 students enrolled in Step 1 (Fall

2021) and Step 2 (Spring 2022) and that at least 2 students matriculate from these introductory courses into the NAUTeach program by Fall 2023. To support our program goals, we will continue to offer \$18,000 NSF Noyce Grant scholarships to 10 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy continues to offer scholarships to preservice teacher educators. Both of these should add to the attractiveness of secondary math teaching and add an incentive to remain in the program. We will maintain active recruitment of students into the program through our NAUTeach ambassador marketing/outreach.



# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

### 1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

### 2. Describe your goal.

The program goal was to add 35 prospective teachers in BSEd and MAT-S Secondary Education – Science degree programs in AY 2019-20. The program continued all recruitment efforts and activities described for AY 2018-19. The program also made more effective use of the social media outlets to both recruit new students and support those already enrolled in the programs. Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-20. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded.

### 3. Did your program meet the goal?

- ☐ Yes
- ☒ No

### 4. Description of strategies used to achieve goal, if applicable:

Our strategies included continued advertisement of NAU's BSEd and MAT-S Secondary Education – Science degree programs at various orientations (Transfer Student Orientation, Freshman Orientation Summer Expos, and Discover NAU Monthly Events), presentations in different introductory science discipline courses (for recruitment to our undergraduate program) and upper level science discipline courses (for recruitment to our graduate program), and providing support to already enrolled undergraduate students through a Learning Community network and a student club (the WeTeach Club).

### 5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We continued to hire an undergraduate 'student ambassador' to be the "voice of our program" and coordinate recruitment efforts. It remains extremely difficult to attract students to the teaching profession despite ongoing, focused recruitment efforts. The Arizona Teachers Academy has provided a level

of financial incentive for students to enroll in a teacher education degree program and we hope this will result in more students choosing to pursue a teaching degree.

**6. Provide any additional comments, exceptions and explanations below:**

We added 17 new prospective science teachers during the 2019-2020 academic year. Faculty met at the beginning of the 2019-2020 academic year and a discussion about recruitment was one of the major topics of our meeting. Data from past years were shared, and new strategies were considered. Our 'student ambassador' continued work on undergraduate recruitment events for the 2018-2019 academic year and summer 2019. Enrollment in our initial classes continues to vary. Our 'student ambassador' completed presentations for the following recruitment events: Discover NAU (High School students considering NAU), Summer Freshman Orientation (admitted NAU Freshman), Class presentations in entry level science and mathematics courses (prior to enrollment to the Spring semester), and classroom presentations in current NAU Teach courses to encourage retention.

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

The program goal for AY 2020-21 was to add 35 prospective teachers in BSEd and MAT-S Secondary Education – Science degree programs. The program plans to continue all recruitment efforts and activities described for previous the academic year. Additionally, the program plans to continue consistent use of social media outlets to both recruit new students and support those already enrolled in the programs. One major change implemented in the graduate science teacher certification program in AY 2020-2021 is that this program is now offered completely online. We anticipate that offering this program in a fully online format will lead to increased enrollment as the program will now be accessible to many more candidates across the state of Arizona. Finally, the Arizona Teachers Academy (ATA) will be available for all initial teacher preparation programs at NAU for AY 2020-2021. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts. We sent individualized emails to all registered Secondary Science BSED students and sent recruitment emails to all Freshman students in the College of the Environment, Forestry, and Natural Sciences and College of Engineering, Informatics, and Applied Sciences. However, we are falling short of meeting the goal we had set for AY 2020-2021. During AY 2020-2021, we have added only 10 new students to the science secondary education program between the BSEd and MAT-S degrees combined.

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Given the trend we have seen in enrollment in NAU's BSEd and MAT-S Secondary Education – Science degree programs over the past 3 years, we will aim to add up to 15 new students in the secondary science teaching programs, between the BSEd and MAT-S degrees combined.



# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The program goal was to add 150 prospective teachers in special education in AY 2019-2020.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The programs continues to partner with NAU departments to conduct recruitment in outlying areas by connecting with specific, local education agencies and county superintendent of education offices. Additionally, programs are promoted by anchor program faculty who work at NAU's statewide sites. The College of Education Faculty Ambassador Network (FAN) has also trained program faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. Program faculty also are currently re-evaluating the degree requirements to determine any redundancy in content coverage in courses in order to reduce the number of credit hours required to obtain the degree while maintaining program rigor. Program faculty believe this may assist with recruitment into special education degree programs. NAU anchor program faculty at NAU's statewide sites will continue to provide continuity and support for students. Emphasis is also being placed on maintaining partnerships with new “Grow your own” and paraprofessional partnerships with school districts such as Glendale and Tucson. The programs are continuing to be refined so that even remote communities with small populations can participate in programs via Collaborate Ultra (a synchronous video conferencing tool run inside of our course management system). Finally, the Arizona Teachers Academy (ATA) was launched for all initial teacher preparation programs at NAU for AY 2019-2020.

ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. Faculty considered course policies that may help support retention of students and mitigate unequal learning due to technological issues outside of the students' control due to the COVID-19 pandemic. The created multiple check-ins for students, to learn what is working well and what is not during the semester, identified barriers to accessibility and effectiveness as they arise and then addressed them promptly, create flexible course options, setting clear but manageable expectations, and maintaining open lines of communication.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Give the enrollment trend over the past three years, the program goal for AY 2020-2021 was to add 170 prospective teachers in special education programs. The programs will continue promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites, and the Faculty Ambassador Network (FAN) that uses trained faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. Additionally, program faculty are continuing to re-evaluate the degree requirement to determine any redundancy in content coverage in courses in order to reduce the number of credit hours required to obtain the degree while maintaining program rigor. Program faculty believe this may assist with recruitment into special education degree programs. Another area that may contribute to an increase in the number of special education prospects is the MEd Special Education Mild Moderate Disabilities degree is now also being offered online. To date, the program is seeing a higher number of applicants. Finally, the Arizona Teachers Academy (ATA) will be available for all initial teacher preparation programs at NAU for AY 2020-2021. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts. As working remotely continued during AY 2020-2021, NAU worked to with faculty, staff and students to minimize the effects of technology and accessibility issues to facilitate student learning and retention while minimizing anxiety connected to the course, maintain student/student and instructor/student interactions, and maintain consistency.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

Give the enrollment trend over the past three years, the program goal for AY 2021-2022 is to add 115 prospective teachers in special education programs. The programs will continue promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites, and the Faculty Ambassador Network (FAN) that uses trained faculty to participate in transfer fairs, career fairs, information booths, and outreach events in collaboration with other NAU staff. A new initiative called What's up Wednesday (WuW) will be used as a weekly email blast for College of Education (COE) students, faculty, and staff where they can find all the deadlines, events, and opportunities happening in the COE. Additionally, program faculty are continuing to re-evaluate the degree requirement to determine any redundancy in content coverage in courses in order to reduce the number of credit hours required to obtain the degree while maintaining program rigor. Program faculty believe this may assist with recruitment into special education degree programs. Another area that may contribute to an increase in the number of special education prospects is the MEd Special Education Mild Moderate Disabilities degree is now also being offered online. To date, the program is

seeing a higher number of applicants. Finally, the Arizona Teachers Academy (ATA) will be available for all initial teacher preparation programs at NAU for AY 2021-2022. ATA provides scholarships for any remaining tuition and mandatory fees after all gift aid is applied. ATA graduates agree to teach in an Arizona public school for each portion of a year a scholarship was awarded. This scholarship program may also contribute to recruitment and retention efforts.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal was to prepare approximately 2200 prospective teachers in 2019-20 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Per state program approval requirements, all teacher preparation programs require a Structured English Immersion (SEI) course.

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal was to prepare approximately 1775 prospective teachers in 2020-21 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

The goal is to prepare approximately 1775 prospective teachers in 2021-22 to work effectively with limited English proficient students. Preparation in Structured English Immersion is a required component of teacher preparation programs in Arizona.



# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	21	252	20	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	17	242	13	76
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	297	252	290	98
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	365	250	353	97
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18	397	250	382	96
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT052 -APK SECONDARY Evaluation Systems group of Pearson Other enrolled students	4			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	97	256	95	98
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2018-19	118	254	118	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18	83	257	83	100
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	10	251	8	80
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	25	259	22	88
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	17	251	14	82
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	79	249	77	97
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	20	250	18	90
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	59	241	49	83



# Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	553	542	98
All program completers, 2018-19	557	543	97
All program completers, 2017-18	547	529	97

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.  [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology Integration: Technology integration is addressed through a variety of ways for the different initial teacher preparation programs. A technology integration course is required for the Elementary Education, Special and Elementary Education, and Early Childhood Education and Early Childhood Special Education degree programs. One Special Education program also includes an Assistive Technology course. Secondary Science and Mathematics majors receive detailed instruction during the Apprentice Teaching Seminar taken at the same time as Student Teaching. In Art, English, History, Spanish, and Music secondary education programs, technology integration is taught in one to four courses depending on the program. Data Literacy: Through assessment and methods courses, candidates are instructed in the use of technology applications to manage student assessment data. Additionally, the Candidate Work Sample performance assessment completed during Student Teaching requires candidates to demonstrate their competency in relation to collecting, managing, and analyzing data student assessment data and using the results to design appropriate instruction. Universal Design: Instruction related to universal design principles and differentiation is included as a course or through instruction embedded in required courses in the programs of study. Supporting the needs of diverse learners is assessed through the design of lesson and unit plans. Planning Activities: NAU Professional Education Programs are accredited through CAEP. Technology, diversity and data literacy are key aspects of the CAEP Standards and data literacy is a requirement for program review from the Arizona Department of Education. The unit is deeply involved in ensuring our programs meet CAEP Standards for Initial Teacher Preparation programs and ADE program review requirements, reviewing and revising locally

developed instruments for validity and reliability, and implementing new instruction and assessments as needed.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

## Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Based on adopted state rule language, NAU’s initial teacher preparation programs for elementary and secondary teachers require a special education course that focuses on dyslexia as well as addresses legal issues, characteristics, and learning needs of exceptional children as well as effective intervention strategies for educating children with disabilities. The method courses in these programs also focus on differentiation strategies for addressing the needs of diverse learners. Additionally, the concept of Universal Design for Learning (UDL) is introduced and reinforced in methods’ courses.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

NAU’s initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules on professional topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to Special Education students. The self-paced modules were initially implemented in Spring 2016, and were revised in Fall 2019. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

c. Effectively teach students who are limited English proficient.

All initial teacher preparation programs require one, state approved Structured English Immersion (SEI) course. The course provides the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

BSEd Special and Elementary Education: This undergraduate program prepares students to become certified teachers of children and youth who have disabilities, as well as those who do not. The program pairs a strong background in elementary education (teaching of math, science, social studies, reading, etc.) with a rich coursework in special education. Teaching practicums and fieldwork give direct experience in classrooms throughout the program. The dual certification prepares candidates to teach students with learning disabilities, emotional and behavioral disorders, intellectual disabilities, and orthopedic and health impairments. Candidates will spend one semester student teaching, dividing time between special education and elementary education classroom settings. Candidates will graduate with certification in special education for K-12 and elementary education in 1-8. BSEd Early Childhood Education and Early Childhood Special Education: This degree allows teacher candidates the opportunity to earn dual certification in both early childhood (EC)/early childhood special education (ECSE) at the bachelor’s level. Certification in both EC and ECSE will



better prepare candidates to meet the needs of ALL young children birth to age eight in strategic and evidence-based ways across multiple settings. This degree leads to Arizona state certification in early childhood and early childhood special education. MEd Special Education Mild Moderate Disabilities: This plan is appropriate for candidates who are not already certified in special education. Candidates in this program of studies are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in specific classes. By earning our degree, candidates will be ready to enter a special education teaching job in the private sector, human services agencies, or in school settings. Candidates will focus on how to best help educate students with learning disabilities, emotional or behavioral disorders, mild-moderate intellectual disabilities, and orthopedic and health impairments. MEd Early Childhood Special Education: This plan will guide candidates toward certification in early childhood special education as an area of expertise, and upon successfully completing the program candidates will be eligible to receive an institutional recommendation. The Early Childhood Special Education certification means candidates will be prepared to work with young children ages 0-8 with disabilities. The demand for early childhood special educators currently outpaces the supply across the country. By earning this degree candidates will be ready to enter a special education teaching position in either early intervention, preschool and kindergarten to third grade settings in private, human service, and public school settings.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

The BSEd Special and Elementary Education, BSEd Early Childhood Education and Early Childhood Special Education, and MEd in Special Education, Mild Moderate Disabilities, requires a course (ESE 450, ESE 435, or ESE 650, respectively) that includes an IEP project which prepares candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning method of children with disabilities. This course enables candidates to prepare and participate in the IEP process. The MEd Early Childhood Special Education includes three courses (ESE 536, 556, and 657) that address the basic components of an IEP, learning how to write objectives, and the linkage between assessment, objectives, and evaluation. Additionally, NAU's initial teacher preparation programs include a program requirement for completing self-paced Professional Disposition Modules on professional topics including the Model Code of Ethics for Educators (MCEE) as well as relevant laws and policies to ensure preparation for fieldwork experiences. The modules contain specific information addressing laws pertaining to Special Education students. The self-paced modules were initially implemented in Spring 2016, and were revised in Fall 2019. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating as a member of individualized education program teams.

**c. Effectively teach students who are limited English proficient.**

As noted previously, all initial teacher preparation programs require one, state approved Structured English Immersion (SEI) courses. The course provides the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students.

# Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

NAU's initial teacher certification programs implement degree program assessment plans in which every candidate's acquisition of the InTASC Model Core Teaching Standards as well as respective Specialized Professional Association or discipline standards are tracked and provide evidence of competency. Programs submit internal reports on a biennial basis (fall of even years) to the college and university curriculum and assessment committees and submit formal reports for national recognition and accreditation to the respective Specialized Professional Association, external accreditation agency, or state program review on a six-year cycle. In Fall 2017, NAU has earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Updated accreditation reports are submitted to CAEP annually. Program completers are surveyed by NAU Professional Education Programs (PEP) at the conclusion of each semester. The survey results are available publicly through the following NAU PEP website (<http://nau.edu/PEP/Program-Evaluation/>). Strengths and areas for improvement from the data collected are being considered in terms of ways to improve the teacher education programs. The State of Arizona launched the Arizona Teachers Academy (ATA), a scholarship and support program for individuals pursuing a degree leading to teacher certification. The program was designed to help address the significant teacher shortage in Arizona. The state funded ATA in 2019 and the program includes:

- A scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied
- Kickstarting a graduate's teaching career by offering hands-on guidance, mentorship, and professional development opportunities during your program of study and after graduation

NAU's ATA Scholarship & Program is not a needs based scholarship and is open to ALL students enrolled in an eligible program. During the 2019-2020 academic year, NAU enrolled a total of 900 students into ATA including 865 traditional pathway students. In preparation for the 2020-2021 academic year and COVID-19 challenges school districts are trying to address for their PK-12 settings, NAU's College of Education and Professional Education Programs have been working with schools and districts throughout the state regarding a variety of issues in reference to student teaching and early field experience placements for teacher preparation programs. Given state and CDC guidelines recommending limiting individuals on school sites and the possibility that schools or districts may find it necessary to close at some point during the academic year, NAU focused efforts on securing placements for teacher candidates with qualified, supervising practitioners who meet Arizona administrative rules and can provide effective mentorship, especially during this pandemic. NAU's teacher candidates are working with their mentor teacher following the safety guidelines outlined by the school or district. In consultation with the Arizona Department of Education, appropriate modifications have been made and will continue to be made to student teaching requirements that align with school and district guidelines and timelines related to in person and/or online instructional delivery. NAU continues to be in contact with all schools and districts throughout the semester where student teachers are placed to adjust to the changing decisions occurring due to COVID-19. Additionally, for Fall 2020 early field experiences, if a partner school or district requested students not be matched with a mentor teacher or come to a school site when a school reopens to students, alternative experiences focused on practicing creating instructional plans aligned to state learning standards and objectives, delivering instruction, reflecting on instruction, analyzing student work, and receiving advice and guidance from an experienced educator are being designed and developed.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Cynthia Conn

TITLE:

Associate Dean, Professional Education Programs

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Laura Jones

TITLE:

Chief Data Officer, Institutional Research & Analysis