

AZ

Northern Arizona University

Traditional Report AY 2021-22

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

☐ 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

LAST NAME

Conn

PHONE

(928) 523-7624

EMAIL

Cynthia.Conn@nau.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

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

Note: This section is preloaded from the prior year's IPRC.

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ 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

Note: This section is preloaded from the prior year’s IPRC.

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	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No

Element	Admission	Completion
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☐ Yes ☒ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ 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

Note: The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§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	45
Number of clock hours required for student teaching	640

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
<u>Years</u> required of 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) Optional tool for automatically calculating full-time equivalent faculty in the system	62
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	75
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	697
Number of students in supervised clinical experience during this academic year	1507

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

2021-22 Total	
Total Number of Individuals Enrolled	1594
Subset of Program Completers	564

Gender	Total Enrolled	Subset of Program Completers
Male	230	85
Female	1364	479
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	51	14
Asian	21	10
Black or African American	19	8
Hispanic/Latino of any race	471	182
Native Hawaiian or Other Pacific Islander	2	0
White	956	324

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	64	21
No Race/Ethnicity Reported	10	5

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 2021-22.

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 2021-22

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	118
13.1202	Teacher Education - Elementary Education	398

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	16
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	75
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	26
13.1314	Teacher Education - Physical Education and Coaching	5
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	7
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	32
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2021-22

If this provider 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	118
13.1202	Teacher Education - Elementary Education	398
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	24
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	16
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	75
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
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	26
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	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	7
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	32
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	

Respond to the following assurances. 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

Note: This section is preloaded from the prior year’s IPRC.

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. In Fall 2021, NAU Professional Education Programs (PEP) piloted new survey items administered to Cooperating Teachers to specifically solicit input regarding candidates’ strengths and areas of improvements based on student teaching assessment results from the previous year as well as Cooperating Teacher observations working with a candidate. Beginning in Spring 2022 and for AY 2022-2023, these items were administered to all CTs as part of the mid-term evaluation of student teachers in 8-week and 16-week placements. Additionally, NAU PEP developed a Teacher Preparation Advisory Council. Cooperating teachers and principals across the state are invited to attend, and meetings based on discipline

area have been held in Spring 2022, Fall 2022, and Spring 2023. Additionally, NAU continues to collaborate closely with Flagstaff Unified School District where many candidates are placed for practicum and student teaching. In Spring 2022, NAU College of Education and PEP leadership facilitated round table discussion with principals and district leaders to solicit feedback on strengths and areas for improvement. The feedback from these stakeholder meetings are shared with faculty and staff to determine how to best act upon recommendations. Additionally, 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 career fair annually that is specifically for districts and schools in Arizona. Finally, in AY 2022-2023, in response to new Arizona state licensure requirements, NAU now requires all candidates in impacted initial teacher preparation programs in elementary, special education, and early childhood to complete 6 credits in literacy and the science of reading. The 6 credits are necessary to obtain a Literacy, K-5 endorsement. 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 PK-12 schools. This has included expanding the field experiences required for candidates. NAU's College of Education received a state grant and private foundation gift in 2021 to develop an Arizona Teacher Residency program and two Grow Your Own programs, respectively, in collaboration with several Phoenix area school districts and districts serving indigenous communities and students. Additionally, NAU's Arizona K12 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's Departments of Teaching and Learning and Educational Specialties maintain close articulation between the undergraduate dual certificate degree in Special and Elementary Education, Special Education Mild/Moderate, 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 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, the Professional Dispositions Modules (PDM; self-paced course) is required for all initial teacher preparation programs, which includes a section on Special Education laws. The content was last revised in Fall 2019 to address the Model Code of Ethics for Educators (MCEE) adopted by the Arizona Department of Education, and PDM data were reviewed annually for any improvements to these modules. Q5: All of NAU's 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, and NAU's compliance with the SEI requirements was re-approved in Fall 2022 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study. Q6: NAU's Professional Education Programs ensure that all teacher preparation program candidates participate in a variety of field experiences in diverse settings including Title I schools. For example, Elementary Education and 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. NAU's College of Education developed three site-based education programs in highly diverse Title I districts and districts serving indigenous communities and students. Q7: Beyond meeting Arizona Department of Education certification requirements, all of NAU's initial teacher licensure programs are aligned to InTASC Model Core Teaching Standards and relevant Specialized Professional Association standards for the specific content areas. Practicum and student teaching placements for candidates are in a variety of districts and schools throughout the state.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our program goals for AY 2021-22 were similar to prior years, with the expectation of adding 12 prospective teachers in mathematics and graduating 13 seniors. As we emerged from the pandemic, our goal was to increase the number of students enrolled in the BSEd Secondary Education - Mathematics program once again. We continued with existing outreach, marketing, and advertising strategies. In coordination with the various BSEd Secondary Education Sciences programs, we have two student ambassadors. As the first year of relative normalcy since the COVID pandemic, another goal was also to return to in-person practicum and student teaching experiences for our teacher candidates. Though our options were limited to what local districts would allow, ensuring in person field experiences is vital to the development of our candidates. A final goal of the program was to enact the CCC (Coconino Community College) to NAU pipeline for NAUTeach (math & science BSEd programs) by offering the TSM 101 Step 1: Inquiry Approaches to Teaching and TSM 102 Step 2: Inquiry-based Lesson Design 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 was our hope that these courses would have a minimum of 6 students enrolled in TSM 101 Step 1 (Fall 2021) and TSM 102 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 continued 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 (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching and add an incentive to remain in the program. We maintained active recruitment of students into the program through our NAUTeach ambassador marketing/outreach.

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:

We did not reach our goal of adding an additional 12 prospective math teachers and graduating 13 seniors in the BSEd Secondary Education - Mathematics program in AY 2021-2022, but we were close. Overall, there were 56 BSEd Secondary Education - Mathematics students enrolled in Fall 2021 in comparison to 72 students enrolled in Fall 2020. Additionally, there were 10 Secondary Education – Mathematics BSEd students admitted to the PEP in AY 2021-2022 in comparison to 14 students in 2020-2021. These drops are not surprising considering the continued targeting of the teaching profession by politicians, policy makers, and some administrators. We continue to increase the marketing for our program to existing and incoming undergraduate students. This will include email pushes, web search prioritization, and postcards being sent to all incoming freshmen in Summer 2023. In addition, we were unable to offer live sections of TSM 101 or TSM 102 (now named TSM 201) at CCC (Coconino Community College) due to repeatedly low enrollment (n = 1 or 2 per semester). Starting in Fall 2023 we will switch outreach at CCC to more closely target students who have expressed an interest in secondary mathematics or science teaching. Rather than offering single TSM 101 or TSM 201 classes at CCC, we will try offering “scholarships” for students to take these classes on NAU’s Flagstaff Mountain campus by paying for tuition and parking passes at NAU. Our hope is that supporting interested community college students in becoming part of the NAU community will increase course participation and matriculation in our BSEd Secondary Education - Mathematics program on the Flagstaff Mountain campus. Finally, NAU was recently awarded a new NSF Noyce grant (July 2023-June 2028) that will continue to provide scholarships to highly qualified math and science BSEd students (the amount increases to \$26,000 under this new grant). CCC students who transfer from CCC to NAU through our supported program will be prioritized for a small number of these annual scholarships.

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

Review Current Year’s Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The current year’s goal continued to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAUTeach program. Our goal was to get back to adding 12 new BSEd Secondary Education - Mathematics students to the program in AY 2022-2023 while also graduating 12 seniors from the program. In addition to expanded marketing efforts described in the previous year, Spring 2022 efforts included classroom visits to introductory courses (e.g., PreCalculus and Calculus) and Summer 2022 efforts will include increased visibility and physical presence at on campus registration and orientation days, along with ambassador outreach at Discover NAU days. In addition, student ambassadors once again visited introductory mathematics classes to spread the word about the NAUTeach program and our introductory TSM 101 Step 1: Supervised Practicum Through Inquiry Approaches to Teaching class. We continued with the CCC-2-NAU outreach efforts (as supported by the NSF Noyce grant) but were unable to offer an active class in AY 2022-2023 due to low enrollment. Despite increased marketing, push notification in Bb Learn and ambassador visits to introductory mathematics and science classes at CCC in fall and spring semesters, we were never able to generate sufficient interest. This is not an uncommon problem across community college campuses, especially given the fact that CCC does not have an education program. To support our program goals, we continued to offer \$18,000 NSF Noyce Grant scholarships to 6 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching.

Set Next Year’s Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Next year's goal will continue to focus on increased recruitment of BSEd Secondary Education - Mathematics majors into the NAU Teach program. We would like to get back to adding 12 new BSEd Secondary Education - Mathematics students to the program in AY 2022-2023 while also graduating 12 seniors from the program. In addition to expanded marketing efforts described in the previous year, Spring 2023 efforts included classroom visits to introductory courses (e.g., PreCalculus and Calculus) and Summer 2023 efforts will include increased visibility and physical presence at on-campus registration and orientation days, along with ambassador outreach at Discover NAU days. For late Summer and early Fall 2023, we are drafting a postcard to be sent to the permanent home address for all incoming freshman in the weeks before their arrival at NAU and an email to be sent to students in the first week of class. In addition, student ambassadors will once again visit introductory mathematics classes to spread the word about the NAU Teach program and our introductory Step 1 class in the first week of fall semester 2023. We will continue with the CCC-2-NAU outreach efforts (as supported by the new NSF Noyce grant) through targeted recruitment (through advising) and supporting interested CCC students to take TSM 101 and TSM 201 classes at NAU. Our goal will be to support 3 students in Fall 2023 and 3 students in Spring 2024 to take at least Step 1 at NAU. To support our program goals, we will continue to offer NSF Noyce Grant scholarships (with a new amount of \$26,000 per year) to up to 10 highly qualified math/science secondary education majors in their final year of the program. Similarly, the Arizona Teachers Academy (ATA) at NAU continues to offer scholarships to preservice teacher candidates. Both of these should add to the attractiveness of secondary math teaching, as well as add the option for an engineering education specialization supported by the new NSF Noyce grant and add an incentive to remain in the program. Finally, mathematics education faculty pursued MTEP 2.0 Partnership participation in Spring 2023 with the goal of attracting more diverse teaching candidates and exploring possibilities to include more opportunities to work with more diverse students. Faculty and various stakeholders in the EPP (especially those related to secondary math/sciences programs) will explore this partnership and see what kinds of impacts it can have on partnerships (local and national), curriculum, marketing, retention, and academic programming during the 2023-2024 school year.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Given the trend we have seen in enrollment in NAU's BSEd and MAT-S Secondary Education Sciences degree programs over the past 3 years, we aimed in AY 2021-22 to add up to 15 new students in the secondary science teaching programs, between the BSEd and MAT-S degrees combined.

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:

We came a little short on meeting this goal. We added 12 new students to our traditional BSED and MAT-S Secondary Education Sciences programs combined. The Secondary Education Sciences programs continued all recruitment efforts and activities described for the previous academic year, which included continued advertisement of our program 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). Additionally, the programs enhanced the use of social media outlets to

both recruit new students and support those already enrolled in the programs. We sent individualized emails to all registered Secondary Education Sciences BSED students and sent recruitment emails to all first-year students in NAU's College of the Environment, Forestry, and Natural Sciences and College of Engineering, Informatics, and Applied Sciences. However, we fell just a little short of meeting the goal we had set for AY 2021-2022. The improvement steps included enhanced use of social media and improved communication with prospective majors, specifically by the NAU Teach Student Ambassador. AY 2021-22 was the first year we returned to fully on-campus operation of our programs after having gone completely remote and hybrid during the COVID-19 pandemic. Thus, this was somewhat of a "recovery year" as we returned to on-campus operations, and it took us a while to get things back in order with regard to our recruitment and retention activities.

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

Given the "recovery period" that AY 2021–22 year was, we are satisfied with coming really close to meeting the goal we had set for this year (adding 12 new secondary education science students, when the goal was to add up to 15 new students).

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Our goal for AY 2022-23 was to add 20 new traditional pathway students collectively within the five BSED Secondary Education Science programs (Biology, Chemistry, Earth Science, General Science, and Physics) and MAT-S Teaching Science With Certification program.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We will aim to add 20 new students collectively within the five BSED Secondary Education Science Programs (Biology, Chemistry, Earth Science, General Science, and Physics) and the graduate MAT-S Teaching Science With Certification program, to pursue teacher certification through a traditional pathway.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Given the enrollment trend over the past three years, the program goal for AY 2021-2022 was to add 115 prospective teachers in special education programs.

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 department continued promoting the Special Education programs in rural locations by connecting with specific sites through the strategies noted above (i.e., NAU anchor program faculty who work at statewide sites and outreach events supported by the Faculty Ambassador Network [FAN] and other NAU staff). Additionally, a new initiative called What's up Wednesday (WuW) was used as a weekly email blast for College of Education (COE) students, faculty, and staff where they can find deadlines, events, and opportunities happening in the COE. Program faculty continued to re-evaluate degree requirements to determine 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 that the MEd Special Education – Mild/Moderate Disabilities Certified degree is now also being offered online. Finally, the Arizona Teachers Academy (ATA) was 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.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Given the enrollment trend over the past three years, the program goal for AY 2022-2023 was to add at least 50 prospective teachers in special education programs. The programs continued promoting the programs in rural locations by connecting with specific sites, promoting the programs through NAU anchor program faculty who work at statewide sites. COVID-19 related issues are still affecting our communities. Teacher preparation programs need to focus on developing new teachers that can enter the profession ready to provide excellent education to their students in multiple formats. NAU worked on initiatives to recruit and support pre-service teachers and building a diverse teacher workforce by recruiting individuals from underrepresented communities. Approaches to bring more diverse candidates into teacher preparation programs included grants, scholarships, or other financial support; grow your own programs; and a taskforce charged with exploring how to best serve students in statewide locations. The Arizona Teachers Academy (ATA) continued to be available for all initial teacher preparation programs at NAU for AY 2022-2023. 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 noted previously, 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 that this may assist with recruitment into special education degree programs. Other strategies such as outreach at recruitment events and promotion of programs through What's up Wednesday newsletter will be continued.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Given the enrollment trend noted during AY 2022-2023, the program goal for AY 2023-2024 is to add at least 50 prospective teachers in special education programs.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The goal was to prepare approximately 1,775 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.

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:

Enrollment in teacher preparation programs continued to decrease from AY 2020-21 to AY 2021-22 by approximately 6% overall with slight declines in most areas. Therefore, we did not meet our goal to prepare approximately 1,775 prospective teachers in 2021-22, however we did prepare all of our traditional teacher candidates (1,647 candidates) in 2020-21 to work effectively with limited English proficient students.

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

All of NAU's teacher preparation program candidates are required to take one course on Structured English Immersion (SEI). NAU has multiple state-approved SEI courses (3 credit hours) that meet ADE's requirement for the 45 hour SEI Endorsement Completion course. Qualifying courses are approved by the Arizona Department of Education, and NAU's compliance with the SEI requirements was re-approved in Fall 2022 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The goal was to prepare approximately 1,650 prospective teachers in 2022-23 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 (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The goal is to prepare approximately 1,550 prospective teachers in 2023-24 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 RTI'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:

>> [Assessment Pass Rates](#)

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	52	249	48	92
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson Other enrolled students	37	251	35	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22	358	248	341	95
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	325	252	323	99
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	346	252	344	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			

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	1			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22	115	256	114	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2020-21	109	256	108	99
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	125	255	124	99
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	2			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson Other enrolled students	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	16	252	15	94
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2020-21	12	255	11	92
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2019-20	14	256	13	93
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	252	15	100
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	6			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	76	246	71	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	77	244	73	95
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	97	248	95	98

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 RTI'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, 2021-22	564	544	96
All program completers, 2020-21	487	483	99
All program completers, 2019-20	554	550	99

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 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 all programs of study. Candidates' abilities to support the needs of diverse learners are assessed through the design of lessons and unit plans. Planning Activities: NAU's Professional Education Programs are accredited through CAEP. Technology, diversity, and data literacy are key aspects of the CAEP Standards, and data literacy is an Arizona Department of Education (ADE) requirement for program review. The unit is deeply involved in ensuring that 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. During AYs 2021-2022 and 2022-2023, NAU's teacher preparation programs submitted extensive program review reports to either a CAEP Specialized Professional

Association or ADE. These reports also required evidence of addressing technology, data literacy, teaching, and supporting students with diverse learning needs.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

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, addresses legal issues, characteristics, and learning needs of exceptional children, and provides 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 across all of NAU’s initial teacher preparation programs for elementary and secondary teachers. For all of NAU’s initial teacher preparation programs, the Professional Dispositions Modules also introduces and reinforces all of these concepts.

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 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. Additionally, the special education course required for elementary and secondary programs, respectively, addresses participating in individualized education program teams.

c. Effectively teach students who are limited English proficient.

All of NAU’s initial teacher preparation programs require one state-approved Structured English Immersion (SEI) course. The courses provide the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours each) that meet ADE’s requirement for the 45-hour SEI Endorsement. NAU’s compliance with the SEI requirements was re-approved in Fall 2022 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

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 candidates to become certified teachers of K-12 students 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. Practicum and fieldwork experiences 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 spend one semester student teaching, dividing time between special education and

elementary education classroom settings. Candidates graduate with certification in special education for K-12 and elementary education in K-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) and early childhood special education (ECSE) at the bachelor's level. Certification in both EC and ECSE prepares candidates to meet the needs of all young children birth to age eight in strategic and evidence-based ways across multiple settings.

MEd Special Education - Mild/Moderate Disabilities Certified: This plan is appropriate for candidates who are not already certified in special education. Candidates in this program of study are required to demonstrate, through key assessments embedded in specific classes, content knowledge, professional knowledge, and pedagogical knowledge and skills to be eligible to enter student teaching or internship placements. By earning this degree, candidates are ready to enter a special education teaching job in the private sector, human services agencies, or in school settings. Candidates focus on how to best educate students with learning disabilities, emotional or behavioral disorders, mild/moderate intellectual disabilities, and orthopedic and health impairments.

MEd Special Education - Early Childhood Special Education With Certification: This program guides candidates toward certification in early childhood special education as an area of expertise, and, upon successfully completing the program, candidates are eligible to receive an institutional recommendation. The Early Childhood Special Education certification means that candidates are 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 are ready to enter a special education teaching position in either early intervention or 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 Certified programs require a course (ESE 450, ESE 435, or ESE 650, respectively) that includes an IEP project in order to prepare candidates in these initial certification programs to be able to develop effective instructional plans tailored to the individual learning needs of children with disabilities. The MEd Special Education – Early Childhood Special Education With Certification includes three required courses (ESE 536, ESE 556, and ESE 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 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. 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) course. The courses provide the rationale/theory of second language acquisition, methods of assessing ELL students to identify learning needs, and strategies for providing instruction to ELL students. NAU has multiple SEI state-approved courses (3 credit hours each) that meet ADE's requirement for the 45-hour SEI Endorsement. NAU's compliance with the SEI requirements was re-approved in Fall 2022 based on the submission of updated statements of assurance documenting the integration of SEI content in programs of study.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Northern Arizona University's (NAU's) teacher preparation programs implement degree program assessment plans that include multiple measures of evidence regarding candidate competency in relation to the InTASC Model Core Teaching Standards as well as respective Specialized Professional Association or discipline standards. Programs submit internal reports on a biennial basis (fall of even years) to NAU Professional Education Programs (PEP) and the university curriculum and assessment office, and programs also submit formal reports for national recognition to their respective Specialized Professional Association or state program review on a six-year cycle. In Fall 2017, NAU earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Updated accreditation reports are submitted to CAEP annually, and NAU is currently in the process of preparing its next self-study report due in Summer 2023 with the CAEP site visit scheduled to take place in Spring 2024. The requirements for CAEP's Annual Accreditation report changed starting in Spring 2022. Evidence regarding CAEP Standard R3.3 Candidate competency at completion and R5.3 Stakeholder involvement are now available on NAU PEP's Program Evaluation: CAEP Accountability Measures website, see <https://nau.edu/pep/program-evaluation/>. Additionally, program completers are surveyed by NAU PEP at the conclusion of each fall and spring semester. The survey results are available publicly through the following website (<http://nau.edu/PEP/Program-Evaluation/>). Strengths and areas for improvement from the data collected are used to improve the teacher education programs. The State of Arizona funded the Arizona Teachers Academy (ATA) in 2019. ATA is 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 scholarship and program includes: ·A scholarship covering any remaining tuition and mandatory student fees after gift aid has been applied; and ·A full year of hands-on mentorship and professional development opportunities after graduation. The ATA scholarship and program is not a needs-based scholarship and is open to all students enrolled in an eligible program. During the 2021-2022 academic year, NAU enrolled a total of 1,014 students into ATA including 724 traditional pathway students; for these 1,014 ATA at NAU students, 34% identified as Hispanic or Latino/a/x and, overall, 45% identified as non-white. NAU now meets U.S. Department of Education Hispanic-Serving Institution (HSI) criteria and has earned recognition from the Hispanic Association of Colleges and Universities (HACU) as an HSI. The designation as a Hispanic-Serving Institution gives NAU greater access to grants, including Title V, which provides funds to expand educational opportunities for, and improve the attainment of, Hispanic students. This designation denotes that a college or university's Hispanic enrollment makes up at least 25 percent of its total enrollment and is a recognition of the diversity of its student population. NAU's population has strong rates of diversity (overall 39 percent) and first-generation (46 percent), and these designations allow the university to receive the support to serve the needs of all students. Latinos make up nearly 30 percent of Arizona's population, and NAU is working to not just enroll Hispanic students but also to offer support and celebrate students' degree completions and success after graduation.

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:

Donelle Ruwe

TITLE:

Associate Dean, Professional Education Programs and College of Education

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:

Associate Vice President, Institutional Research, Planning, & Analysis