

AZ

Rio Salado College
Traditional Report AY 2023-24
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

105668

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

2323 W. 14th Street

CITY

Tempe

STATE

Arizona

ZIP

85281

SALUTATION

Mrs.

FIRST NAME

Kimberly

LAST NAME

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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), 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	PG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1321	Teacher Education - Computer Science	PG	
13.1324	Teacher Education - Drama and Dance	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1307	Teacher Education - Health	PG	
13.1328	Teacher Education - History	PG	
13.1311	Teacher Education - Mathematics	PG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	PG	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	PG	
13.1318	Teacher Education - Social Studies	PG	
13.1331	Teacher Education - Speech	PG	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

27

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" 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:

All BAEE/SPED bachelor degree students are admitted into the program upon completion of Associate in Arts, Elementary Education (AAEE) OR coursework equivalent to requirements of Arizona General Education Curriculum (AGEC), MAT256, MAT257, EDU221, and (EED222 or EDU222) OR if they are within 15 credits of completing the degree. Students may be conditionally admitted if they are within 15 credits, have a GPA less than 2.5, or if they do not pass their first attempt at the NES Subject Knowledge Exam.

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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
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

Element	Admission	Completion
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 checked="" type="radio"/> Yes <input 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>Welcome to EPP webinar</div>	<input checked="" type="radio"/> Yes <input 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:

All Post Bacc Traditional preparation students are admitted into the program with a minimum of a bachelor's degree from an accredited institution. Teacher candidates admitted with conditional admission status are tracked during their first semester in the program. Upon successful completion of the first semester, students are re-classified with standard admission status.

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 2023-24. ([§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>134</div>
Number of clock hours required for student teaching	<div>480</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	<input type="text"/>
<u>Years</u> required of teaching as the teacher of record in a classroom	<input type="text"/>

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	<input type="text" value="0"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="6"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="8"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="24"/>

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

The numbers listed above apply to traditional post-bacc students. For traditional post-bacc students, the supervised clinical experience consists of four observations/evaluations - three formal and one informal - by the adjunct faculty member (Program Supervisor); strong relationships and expectations regarding the teaching and observation requirements are established early on in the experience. Supervisors are trained regularly on expectations regarding the evaluation of students and are provided with a rubric outlining expectations, thus providing reliability in scoring of applicants on each classroom teaching demonstration. Program Supervisors are trained annually on processes and expectations for support of the teacher candidates. Rio Salado utilizes a staffing model of one faculty chair and many adjunct faculty versus hiring full-time faculty members. The model is well-documented as a successful model for supporting students and building consistency within programs. For bachelors students, the number of clock hours of supervised clinical experience required prior to student teaching is 220. The number of clock hours required for student teaching is 640. Each Bachelor Degree candidate must complete 320 hours of student teaching in an Elementary and a Special Education setting.

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

2023-24 Total	
Total Number of Individuals Enrolled	391
Subset of Program Completers	22

Gender	Total Enrolled	Subset of Program Completers
Male	62	5
Female	315	16
No Gender Reported	14	1
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	10	0
Asian	23	1
Black or African American	19	1
Hispanic/Latino of any race	100	7
Native Hawaiian or Other Pacific Islander	0	0
White	210	12
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	29	1

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 2023-24.

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 2023-24

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>3</div>
13.1202	Teacher Education - Elementary Education	<div>3</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	2 <input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	3 <input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
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	<input type="text"/>
13.1312	Teacher Education - Music	2 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	1 <input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1 <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	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	2 <input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Spanish"/>	4 <input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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 2023-24

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	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
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	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
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	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
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. 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:

For traditional post-bacc students: Responding to the identified needs of the local education agencies is a top priority of Rio Salado College’s Educator Preparation Programs. It is equally important to pay attention to the instructional decisions new teachers face in the classroom where they are likely to be employed. Rio Salado College accomplishes this through the following strategies: 1) attending local and national conferences, 2) holding advisory board meetings, and 3) Arizona Department of Education (ADE) communication/committee work. Key education personnel and staff attend state conferences such as Arizona School Personnel Administrators Association (ASPAA), as well as national conferences such as National Association of State Directors of Teacher Education and Certification (NASDTEC), and National Association of Community College Teacher Education Programs (NACCTEP). The Educator Preparation Program Advisory Board for Rio Salado College consists of local Superintendents, Human Resource

Directors, Principals, Teachers, Business Sector Representatives, and Parents. Each of these representatives is essential to assisting RSC in identifying current hiring and recruitment trends. Important information is gained from the insight and experiences of the Advisory Board members. Rio Salado College actively participates in ADE committees, workshops, training and attends monthly State Board of Education meetings. As this is a post baccalaureate program, prior core academic subject knowledge training is demonstrated via transcripts of bachelor's degree completion. Prospective special education teacher candidates are prepared in core academic subjects and receive training during their certification program specifically in phonics instruction in EDU268: Science of Reading Including Systematic Phonics Instruction, and mathematics instruction in EDU293: Mathematics Methods and Curriculum Development. Prospective general education teachers receive training in providing instruction to children with disabilities. In the elementary, secondary, and K-12 arts certification program candidates are required to take EDU235: Exceptional Learner (3 credits). Early Childhood candidates are required to complete EEP244: Early Childhood Introduction to the Exceptional Young Child (3 credits) as a portion of their program coursework. Depending on the certification pathway, EDU239: Structured English Immersion Grades K-8 or EDU240: Structured English Immersion Grades 6-12 is required coursework for all completers. These courses provide training to general education teachers in providing instruction to limited English proficient students as mandated by the Arizona State Department of Education. Prospective general education teachers receive training in providing instruction to children from low-income families through EDU270: Learning and the Brain, EDU276: Classroom Management, and EEP246: Early Childhood- Culture, Community, Family and the Child. EDU270: Learning and the Brain discusses the impact of nutrition and healthy home environments as it relates to brain development and learning. EDU276: Classroom Management discusses the communication skills between a teacher and parents of low-income households. Similar to the training received regarding low-income families, prospective teachers receive training on how to effectively teach in urban and rural schools through a variety of field experience placements throughout the program prior to and including student teaching. Teacher candidates are required to visit a variety of classrooms and schools. The EDU276: Classroom Management course requires that students reflect upon Ruby Payne's "Framework for Understanding Poverty" while observing similar issues within the required full-time classroom setting. Bachelor Degree candidates: Responding to the identified needs of the local education agencies is a top priority of Rio Salado College's Educator Preparation Programs. In May of 2021, Arizona legislation changed to allow community colleges to offer bachelor degrees in workforce areas that were not being met through universities within the state. This paved the way for the Bachelor of Arts, Elementary and Special Education to be created, as our state is in dire need of elementary and special education teachers. The program curriculum was designed by meeting certification requirements and paying attention to the instructional decisions new teachers face in the classroom where they are likely to be employed. Rio Salado College accomplishes this through the following strategies: 1) attending local and national conferences, 2) holding advisory board meetings, and 3) Arizona Department of Education (ADE) communication/committee work. Key education personnel and staff attend state conferences such as Arizona School Personnel Administrators Association (ASPAA), as well as national conferences such as National Association of State Directors of Teacher Education and Certification (NASDTEC) and National Association of Community College Teacher Education Programs (NACCTEP). The Educator Preparation Program Advisory Board for Rio Salado College consists of local Superintendents, Human Resource Directors, Principals, Teachers, Business Sector Representatives, and Parents. Each of these representatives is essential to assisting RSC to identify current hiring and recruitment trends. Important information is gained from the insight and experiences of the Advisory Board members. Rio Salado College actively participates in ADE committees, workshops, and training and also attends monthly State Board of Education meetings. Prospective elementary and special education teacher candidates in this dual certification program are prepared in core academic subjects and receive training during their certification program, including: EDU367: Science of Reading with Systematic Phonics Instruction in Grades K-8 EDU368: Reading Instructional Practices, Interventions, and Assessments in Grades K-8 EDU427 Social Studies Teaching Methods and Pedagogical Strategies for Grades K-8 EDU428: English Language Arts Teaching Methods and Pedagogical Strategies for Grades K-8 EDU431: Mathematics Teaching Methods and Pedagogical Strategies for Grades K-8 Prospective elementary and special education teacher candidates, in this dual certification program, receive training in providing instruction to children with disabilities, including: SPE341: Special Education: Language Development and Disorders SPE343: Special Education: Effective Collaboration and Communication Practice SPE376: Special Education: Classroom Management and Behavioral Analysis SPE409: Special Education: Law, Policy, and Practice SPE422: Special Education: Mild to Moderate Disabilities SPE424: Special Education: Assessment and Eligibility of Exceptional Learners EDU337: Structured English Immersion in Grades K-8 is required coursework for all completers. These courses provide training to general education teachers in providing instruction to limited English proficient students as mandated by the Arizona State Department of Education. Prospective teacher candidates receive training in providing instruction to children from low-income families through, EDU221: Introduction to Education. This course discusses the communication skills between a teacher and parents of low-income households. Similar to the training received regarding low-income families, prospective teachers receive training on how to effectively teach in urban and rural schools through a variety of field experience placements throughout the program prior to and including student teaching.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added in mathematics. Goal is to maintain enrollment. For bachelors program: Our program does not prepare teachers in secondary mathematics.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

For post-bacc program: Advisors will continue to promote the need for appropriately certified secondary mathematics educators, but Rio Salado College does not have a specific budget for marketing out to the community. The monthly orientation sessions share out specific data regarding the need for math educators at the secondary level.

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:

For post-bacc program: Due to the extreme shortage of teachers in Arizona, Rio Salado college continues to see growth in the Alt Path program, as it provides candidates with the opportunity to receive compensation while completing an educator preparation program. Our numbers in the traditional program are staying steady. Recruiting teacher candidates into the field of secondary science teaching continues to be difficult, not just for Rio Salado but across the state in general. The Arizona Department of Education created a Subject Matter Expert Certificate which allows any candidate with a degree in the mathematics area to become a fully-certified teacher without completing a state-approved program. Thus, most candidates with a math background are choosing this option rather than completing an approved program.

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

For post-bacc program: 0 prospective teachers added in mathematics. Goal is to maintain enrollment. Advisors will continue to promote the need for appropriately certified secondary mathematics educators, but Rio Salado College does not have a specific budget for marketing out to the community. The monthly orientation sessions share out specific data regarding the need for math educators at the secondary level. For bachelors program: Our program does not prepare teachers in mathematics.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added in mathematics. Goal is to maintain enrollment. For bachelors program: Our program does not prepare teachers in mathematics.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added in science. Goal is to maintain enrollment. For bachelors program: Program does not prepare teachers in secondary science.

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:

For post-bacc program: Due to the extreme shortage of teachers in Arizona, Rio Salado college continues to see growth in the Alt Path program, as it

provides candidates with the opportunity to receive compensation while completing an educator preparation program. Our numbers in the traditional program are staying steady. Recruiting teacher candidates into the field of secondary science teaching continues to be difficult, not just for Rio Salado but across the state in general. The Arizona Department of Education created a Subject Matter Expert Certificate which allows any candidate with a degree in the science area to become a fully-certified teacher without completing a state-approved program. Thus, most candidates with a science background are choosing this option rather than completing an approved program.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added in science. Goal is to maintain enrollment. For bachelors program: Program does not prepare teachers in science.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added in science. Goal is to maintain enrollment. For bachelors program: Program does not prepare teachers in science.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added. Goal is to maintain current enrollment. For bachelors program: Zero (0) prospective teachers added in special education.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

For post-bacc program: Our advisement team and Student Support Staff are keenly aware of the need for special education teachers in the state and across the country. As applicants investigate the profession of teaching our team works to direct students to Special Education as long as the candidate appears to have a true interest in the field. Additionally, we have begun to focus on the concept of teaching a single-subject at the 6-12 grade levels which still allows the applicant to teach in the subject area where they feel confident while also impacting the special education classroom.

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:

For post-bacc program: As applicants recognize that they can complete an Alternative Path program that includes employment and compensation, we are seeing more of our traditional students choose this option rather than the traditional path. We continue to see a drop in enrollment for the traditional special education program. For bachelors program: AY 23-24 was the first year of this program. Students are in the pipeline to begin completing in AY 24-25.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

8. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added. Goal is to maintain current enrollment. For bachelors program: Four (4) prospective teachers added in special education.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ☒ **Yes**
☐ **No**

10. Describe your goal.

For post-bacc program: Zero (0) prospective teachers added. Goal is to maintain current enrollment. For bachelors program: Goal is to continue increasing enrollment. Program launched in AY 23-24 and we expect to see an increase in completers in AY 25-26.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

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:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

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	13	245	12	92
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2023-24	6			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2022-23	9			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2021-22	19	261	19	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2023-24	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 All program completers, 2022-23	14	254	14	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2021-22	18	254	17	94
NT503 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2023-24	3			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2022-23	7			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2021-22	3			
NT305 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	3			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	2			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	6			
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	68	238	57	84

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson Other enrolled students	6			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2023-24	3			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2022-23	6			
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2021-22	20	251	20	100
NT105 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	65	240	54	83
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson Other enrolled students	6			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2023-24	3			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2022-23	6			
NT105 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2021-22	20	247	20	100
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	2			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	4			
NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT403 -GERMAN Evaluation Systems group of Pearson All program completers, 2023-24	1			
NT302 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2023-24	2			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	3			
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	4			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
NT504 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	2			
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2022-23	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2021-22	2			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1			
NT401 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2023-24	4			
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, 2023-24	3			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	7			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
049 -THEATER Evaluation Systems group of Pearson All program completers, 2022-23	1			

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, 2023-24	22	19	86
All program completers, 2022-23	37	37	100
All program completers, 2021-22	47	46	98

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.

For post-bacc program: Teacher preparation candidates are required to create lesson plans incorporating technology as an instructional tool within content-area lesson planning. Teacher candidates utilize technology to input lesson plans in Essential Elements of Instruction templates, select matching standards, and create a matching assessment rubric. Student teachers in the student teaching experience collect, manage, and analyze student data with assistance from the supervising practitioner. This is done through a variety of methods such as electronic grade books, online attendance reporting, and district assessments such as READ180. Student teachers are assessed in their use of technology integration in the following areas: Engagement of Technology and Instruction - Use of technology is stated in the written lesson plan. - Students are actively engaged with the technology. - Procedures are in place for the students' use of technology. Proficient Skills/Demonstration and Use of Technology - Demonstrates skills necessary to effectively use the selected technology. - Use of technology is appropriate for lesson content. - Effective adaptation and integration is used when needed. Additionally, "Research in Action" assessments have been placed in a majority of the Post-Baccalaureate required courses. Within each of these assessments, students are prompted with a topic related to the specific course in which students must use a technology tool such as a Prezi, trifold brochure, and online research tools to present the findings of the research that they conduct. For bachelors program: Teacher preparation candidates are required to create lesson plans incorporating technology as an instructional tool within content-area lesson planning. Teacher candidates utilize technology to input lesson plans in Essential Elements of Instruction templates, select matching standards, and create a matching assessment rubric. Student teachers in the student teaching experience collect, manage, and analyze student data with assistance from the supervising practitioner. This is done through a variety of methods such as electronic grade books, online attendance reporting, and district assessments such as READ180. Student teachers are

assessed in their use of technology integration in the following areas: Engagement of Technology and Instruction - Use of technology is stated in the written lesson plan. - Students are actively engaged with the technology. - Procedures are in place for the students' use of technology. Proficient Skills/Demonstration and Use of Technology - Demonstrates skills necessary to effectively use the selected technology. - Use of technology is appropriate for lesson content. - Effective adaptation and integration is used when needed. Additionally, "Research in Action" assessments have been placed in a majority of the Post-Baccalaureate required courses. Within each of these assessments, students are prompted with a topic related to the specific course in which students must use a technology tool such as a Prezi, trifold brochure, and online research tools to present the findings of the research that they conduct.

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

For post-bacc program: General education teachers receive training in providing instruction to children with disabilities. All program completers are required to take a course on identifying characteristics of exceptional learners, differentiating instruction based on a student's Individualized Education Plan (IEP) and the laws related to Special Education. During the field experience, students are exposed to the special education process and IEP components. Early Childhood candidates are required to complete EEP244: Early Childhood Introduction to the Exceptional Young Child (3 credits) as a portion of their program coursework. General education teacher candidates complete field experience hours in designated special education classrooms (pull-out or push- in) as a part of coursework as well as during the student teaching. During these experiences, general education teacher candidates are encouraged to participate in IEP meetings. For bachelors program: The BAEE/SPED degree is a dual certification program that prepares teacher candidates for both general elementary and special education settings. This program includes comprehensive training in providing instruction to children in general elementary education and children with disabilities. A key component of the program is the EDU222: The Exceptional Learner course, which requires candidates to observe and tutor a student with an IEP for 20 hours. This experience provides initial exposure to the special education process and IEP components. Additionally, courses such as SPE422: Special Education Mild to Moderate Disabilities and SPE376: Special Education Classroom Management and Behavioral Analysis integrate critical coursework on IEPs, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs). Teacher candidates complete approximately 16 credits of special education-specific coursework before their capstone experience in a mild to moderate setting. The program includes a blend of field experience hours within local school systems and coursework covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education.

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*.

For post-bacc program: All of the state approved certification programs for Rio Salado College require students to take EDU235: The Exceptional Learner (3 credits). Within EDU235, teacher candidates are required to observe and tutor a student with an Individualized Education Plan (IEP) for 20 hours. During the field experience, students are exposed to the special education process and IEP components. Teacher candidates are required to develop lesson plans within the methods and student teaching coursework. These lesson plans must outline the differentiated instruction needed to meet the needs of any student with identified IEP goals. For bachelors program: The BAEE/SPED degree is a dual certification program that prepares teacher candidates for both general elementary and special education settings. This program includes comprehensive training in providing instruction to children in general elementary education and children with disabilities. A key component of the program is the EDU222: The Exceptional Learner course, which requires candidates to observe and tutor a student with an IEP for 20 hours. This experience provides initial exposure to the special education process and IEP components. Additionally, courses such as SPE422: Special Education Mild to Moderate Disabilities and SPE376: Special Education Classroom Management and Behavioral Analysis integrate critical coursework on IEPs, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs). Teacher candidates complete approximately 16 credits of special education-specific coursework before their capstone experience in a mild to moderate setting. The program includes a blend of field experience hours within local school systems and coursework covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education.

c. Effectively teach students who are limited English proficient.

For post-bacc program: All Rio Salado teacher candidates complete a state-approved SEI course based on their certification level. Each course provides a foundation for how to support the needs of English Learners (EL) and includes comparison and evaluation of various language educational

models including Structured English Immersion (SEI), bilingual classrooms and Individual Language Learner Plans. The coursework also covers legal and historical foundations and language development. Emphasis on foundational language skills, instructional elements, teaching strategies, development/evaluation/differentiation of teaching materials and strategies, and culturally relevant instruction. For bachelors program: All Rio Salado teacher candidates complete a state-approved SEI course. EDU337: Structured English Immersion in Grades K-8 course provides a foundation for how to support the needs of English Learners (EL) and includes comparison and evaluation of various language educational models including Structured English Immersion (SEI), bilingual classrooms, and Individual Language Learner Plans. The coursework also covers legal and historical foundations and language development. Emphasis on foundational language skills, instructional elements, teaching strategies, development/evaluation/differentiation of teaching materials and strategies, and culturally relevant instruction.

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

For post-bacc program: Special education teacher candidates take EDU235: The Exceptional Learner (3 credits), which requires teacher candidates to observe and tutor a student with an Individualized Education Plan (IEP) for 20 hours. During this experience, candidates are exposed to the special education process and IEP components. Special education teacher candidates complete approximately 36 credits of coursework prior to completing their capstone experience within a mild to moderate classroom setting. The coursework includes a rich blend of field experience hours within our local school systems along with Rio's own course content covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education. For bachelors program: The BAEE/SPED degree is a dual certification program that prepares teacher candidates for both general elementary and special education settings. This program includes comprehensive training in providing instruction to children in general elementary education and children with disabilities. A key component of the program is the EDU222: The Exceptional Learner course, which requires candidates to observe and tutor a student with an IEP for 20 hours. This experience provides initial exposure to the special education process and IEP components. Additionally, courses such as SPE422: Special Education Mild to Moderate Disabilities and SPE376: Special Education Classroom Management and Behavioral Analysis integrate critical coursework on IEPs, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs). Teacher candidates complete approximately 16 credits of special education-specific coursework before their capstone experience in a mild to moderate setting. The program includes a blend of field experience hours within local school systems and coursework covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education.

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*.

For post-bacc program: Special education teacher candidates take EDU235: The Exceptional Learner (3 credits), which requires teacher candidates to observe and tutor a student with an Individualized Education Plan (IEP) for 20 hours. During this experience, candidates are exposed to the special education process and IEP components. Special education teacher candidates complete approximately 36 credits of coursework prior to completing their capstone experience within a mild to moderate classroom setting. The coursework includes a rich blend of field experience hours within our local school systems along with Rio's own course content covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education. For bachelors program: The BAEE/SPED degree is a dual certification program that prepares teacher candidates for both general elementary and special education settings. This program includes comprehensive training in providing instruction to children in general elementary education and children with disabilities. A key component of the program is the EDU222: The Exceptional Learner course, which requires candidates to observe and tutor a student with an IEP for 20 hours. This experience provides initial exposure to the special education process and IEP components. Additionally, courses such as SPE422: Special Education Mild to Moderate Disabilities and SPE376: Special Education Classroom Management and Behavioral Analysis integrate critical coursework on IEPs, Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs). Teacher candidates complete approximately 16 credits of special education-specific coursework before their capstone experience in a mild to moderate setting. The program includes a blend of field experience hours within local school systems and coursework covering language development and disorders, communication practices, structured English Immersion, and assessment and eligibility in special education.

c. Effectively teach students who are limited English proficient.

For post-bacc program: All Rio Salado candidates complete an approved SEI course based on their certification level. Each course provides a foundation for how to support the needs of English Learners (EL) and includes comparison and evaluation of various language educational models including Structured English Immersion (SEI), bilingual classrooms and Individual Language Learner Plans (ILLP). The coursework also covers legal

and historical foundations and language development. Emphasis on foundational language skills, instructional elements, teaching strategies, development/evaluation/differentiation of teaching materials and strategies, and culturally relevant instruction. For bachelors program: All Rio Salado teacher candidates complete a state-approved SEI course. EDU337: Structured English Immersion in Grades K-8 course provides a foundation for how to support the needs of English Learners (EL) and includes comparison and evaluation of various language educational models including Structured English Immersion (SEI), bilingual classrooms, and Individual Language Learner Plans. The coursework also covers legal and historical foundations and language development. Emphasis on foundational language skills, instructional elements, teaching strategies, development/evaluation/differentiation of teaching materials and strategies, and culturally relevant instruction.

Contextual Information

On this page, review the contextual information about your program, 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.

For post-bacc program: As one of the few community colleges to offer an online, post-baccalaureate teacher preparation program in the country, Rio Salado College continues to meet a need by certifying high-quality classroom teachers in a flexible and cost-effective manner. Rio Salado College makes it possible for the encore or re-careering adults to enter the classroom and bring real-world industry experience to the PreK-12 student population, ensuring relevance of information. Rio Salado's traditional Post-Bacc model is designed around the needs of the adult learner, which means that we intentionally seek to design systems and programs that take into consideration both the personal and professional needs of our students in regards to education; this includes, but is not limited to, raising families, work-related-travel, and continued employment while completing a certification program. Our encore learners bring a passion and desire to give back to their community because they are making a conscious decision to take themselves out of their current work environment and place themselves into the classroom with a passion and desire to change students' lives, all while being fully aware of the challenges and expectations of the teaching profession. For bachelors program: We are excited to share the new Bachelor of Arts in Elementary and Special Education (BAEE/SPED) degree program. This degree was one of the first bachelor degrees approved to be offered within the Maricopa County Community College District given a change in Arizona legislation. In November 2022, the Higher Learning Commission (HLC) approved the offering of the degree program. In March 2023, the Arizona Department of Education approved the program to lead to certification in elementary and special education. The BAEE/SPED degree building on the coursework from the Associate of Arts in Elementary Education (AAEE) and/or the Arizona General Education Curriculum (AGEC) required in many associate degree programs within the Maricopa system. This pipeline of students created a need for the upper division coursework (300/400) to be offered beginning Fall 2023. Currently, we are working on an interim report to study the success and impact of this new degree pathway. In the future, we will discuss findings from this report.

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:

Kimberly Tobey

TITLE:

Director, Teacher Certification 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:

Dr. Jennifer Gresko

TITLE:

Faculty Chair, Educator Preparation Program