



Rio Salado College

Alternative, IHE-based Report AY 2019-20

Arizona



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

105668



THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Tempe

STATE

Arizona



ZIP

85281

SALUTATION

Mrs.



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List of Programs

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

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
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:

48

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

- ☐ Yes
- ☒ No

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

Element	Admission	Completion
Transcript	☐ 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
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No

Element	Admission	Completion
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. 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.)

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

Postgraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ 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
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: Star Teacher Prescreener	☒ 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:

All Post Bacc Alternative preparation students are admitted into the program with a minimum of a bachelor's degree from an accredited institution. Applicants are monitored throughout the program and provided additional support through Rio's Response to Intervention policies and practices; providing academic support to students while also assisting with providing support related to time management, personal needs, and juggling work and family. As a response to the needs of the local education agencies during a teacher shortage, Rio Salado College began to accept teacher candidates into the program with a 2.5 to 2.99 GPA with a conditional admission status. Teacher candidates admitted with a conditional admission status are provided extra support and tracked during their first semester in the program. Upon successful completion of the first semester, students are re-classified as standard admission.

Supervised Clinical Experience

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

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

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	0
Number of clock hours required for student teaching	2880

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

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	0
Number of years required for teaching as the teacher of record in a classroom	1

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	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	28
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	319
Number of students in supervised clinical experience during this academic year	180

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

The supervised clinical experience consists of four formal visits by the faculty member each year of the two-year program; 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 for reliability in scoring of applicants on each classroom teaching demonstration. The program supervisor conducts induction activities requiring 5 webinars with accompanying PowerPoint presentations on workshop topics from parent-teacher conferences to inclusion of special education students in the regular classroom. Induction activities also require filming segments of classroom teaching, uploading to a secure website for annotations, as well as blogging requirements on the topic discussed in the webinar. March 2020 presented preK-12 schools with unique challenges due to COVID-19. All schools shifted to a remote learning experience mid to late March. With approval from the Arizona Department of Education, teacher candidates shifted to a remote learning experience to complete the semester's student teaching requirements.

Enrollment and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	539
Subset of Program Completers	184

Gender	Total Enrolled	Subset of Program Completers
Male	162	54
Female	368	126
Non-Binary/Other	1	0
No Gender Reported	8	4
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	10	3
Asian	14	7
Black or African American	50	11
Hispanic/Latino of any race	87	26
Native Hawaiian or Other Pacific Islander	0	0
White	344	120

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	3
No Race/Ethnicity Reported	30	14

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	79
13.1202	Teacher Education - Elementary Education	35

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	5
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	13
13.1306	Teacher Education - Foreign Language	2
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	9
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: American Sign Language, Economics, Mandarin, Spanish	8

Teachers Prepared by Academic Major

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

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☐ Yes
- ☒ No

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
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	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
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	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
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. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

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

☒ Yes

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Responding to the identified needs of the local education agencies are 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 ASPAA - Arizona School Personnel Administrators Association, as well as national conferences such as NASDTEC- National Association of State Directors of Teacher Education and Certification, NAAC - National Association for Alternative Certification, and NACCTEP - National Association of Community College Teacher Education Programs. The Teacher Education 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 EDU271- Phonics Based Reading and Decoding, 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. EDU251- Methods for Teaching Structured English Immersion (SEI) and English as a Second Language (ESL) (3 credits) 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.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

0 prospective teachers added in mathematics

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:

Recruiting teacher candidates into the field of secondary mathematics 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 candidates, with a degree in the mathematics area, to become a fully-certified teacher without completing a state approved program. Thus, most candidates with a mathematics background are choosing this option rather than completing an approved program.

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

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

0 prospective teachers added in mathematics

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

0 prospective teachers added 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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

0 prospective teachers added in 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:

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 candidates, 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.

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

Review Current Year's Goal (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

0 prospective teachers added in science

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

0 prospective teachers added 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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

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

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

- ☒ Yes
- ☐ No

2. Describe your goal.

10 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:

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 (2020-21)

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

- ☒ Yes
☐ No

8. Describe your goal.

10 prospective teachers added in special education

Set Next Year's Goal (2021-22)

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

- ☒ Yes
☐ No

10. Describe your goal.

5 prospective teachers added in special education

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- ☐ Yes
- ☒ No

2. Describe your goal.

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 (2020-21)

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

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- ☐ Yes
☒ No

10. Describe your goal.

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

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

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

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

THIS PAGE INCLUDES:

>> [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	2			
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2019-20	30	253	30	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2018-19	31	259	31	100
NT051 -APK ELEMENTARY Evaluation Systems group of Pearson All program completers, 2017-18	50	257	50	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2019-20	38	258	37	97

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, 2018-19	54	260	54	100
NT052 -APK SECONDARY Evaluation Systems group of Pearson All program completers, 2017-18	71	262	69	97
NT503 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2019-20	5			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2018-19	6			
NT503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	8			
NT305 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	3			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	6			
NT305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	10	255	10	100
NT309 -BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2			
NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
NT404 -CHINESE Evaluation Systems group of Pearson All program completers, 2017-18	1				
048 -DANCE Evaluation Systems group of Pearson All program completers, 2017-18	1				
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	260	11	100	
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5				
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	13	264	12	92	
036 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	13	267	13	100	
045 -EARTH SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2				
035 -ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	1				
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1				
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1				
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	249	26	96	
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2019-20	32	245	31	97	
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2018-19	28	246	28	100	
NT102 -ELEMENTARY EDUCATION (SUBTESTS I) Evaluation Systems group of Pearson All program completers, 2017-18	43	253	43	100	
NT105 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	250	26	96
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2019-20	32	241	31	97
NT105 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2018-19	28	242	26	93
NT103 -ELEMENTARY EDUCATION (SUBTESTS II) Evaluation Systems group of Pearson All program completers, 2017-18	43	249	41	95
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	245	16	94
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	13	248	13	100
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	20	254	20	100
NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT402 -FRENCH Evaluation Systems group of Pearson All program completers, 2017-18	1			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	5			
NT311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
NT505 -HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
NT302 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2019-20	4				
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	2				
NT302 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	3				
NT304 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5				
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	3				
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	7				
010 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1				
NT304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	14	242	13	93	
NT504 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	6				
NT504 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	4				
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4				
NT506 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT308 -PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
006 -POLITICAL SCIENCE/AMERICAN GOVERNMENT Evaluation Systems group of Pearson All program completers, 2017-18	1			
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, 2019-20	3			
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2018-19	12	264	12	100
093 -PROFESSIONAL KNOWLEDGE-EARLY CHLDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	14	265	14	100
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT303 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	4			
NT401 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	4			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			
NT401 -SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	6			
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	53	236	43	81

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, 2019-20	78	249	78	100
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	50	248	50	100
NT601 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	54	244	54	100
049 -THEATER Evaluation Systems group of Pearson All program completers, 2018-19	2			
049 -THEATER Evaluation Systems group of Pearson All program completers, 2017-18	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 Westat's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	179	174	97
All program completers, 2018-19	159	151	95
All program completers, 2017-18	198	193	97

Low-Performing

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

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

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. Alternative pathway teachers in the student teaching experience collect, manage, and analyze student data with assistance from the supervising practitioner (school site-based mentor), per local education agency processes. 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 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. Alternative pathway teachers also complete monthly conference calls utilizing a phone conferencing system to review PowerPoint presentations on topics such as "Integrating Technology into the Classroom ". 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, tri- fold 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))

Teacher Training

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

a. Teach students with disabilities effectively

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 (can be pull-out or push- in) classrooms as a part of coursework as well as during the student teaching. During these experiences, general education teacher candidates participate in IEP meetings.

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*.

Due to the nature of the Alternative Path program, teacher candidates are identified as the Instructor of Record and therefore must complete all job duties as outlined by their local education agency in regards to identifying and documenting support for students with IEPs. Teacher candidates from Rio Salado College are supported by an experienced supervising practitioner (mentor) at the school site to assist them with understanding processes and coordinating support. Additionally, Program Supervisors monitor the candidates growth towards understanding policies and implementation of IEPs. All of the state approved certification programs for Rio Salado College require teacher candidates to take EDU235- The Exceptional Learner (3 credits), which requires teacher candidates to observe and tutor a student with an Individualized Education Plan (IEP) for 25 clock hours. During this experience, candidates are exposed to the special education process and IEP components.

c. Effectively teach students who are limited English proficient.

Due to the nature of the Alternative Path program, teacher candidates are identified as the Instructor of Record and therefore must complete all job duties as outlined by their local education agency in regards to designing, supporting, and implementing teacher strategies which are essential for the success of English Language Learners. Teacher candidates from Rio Salado College are supported by an experienced supervising practitioner (mentor) at the school site to assist them with understanding processes and coordinating support. Additionally, Program Supervisors monitor the candidates' growth towards embedding the appropriate language standards and teaching strategies to meet the needs of students who have been identified for services. 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. 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. Teacher candidates are committed to this support for the two years of the residency program before they can move to a standard certificate and change employment (if requested). This is done to ensure consistency of practice throughout the time of employment and to adequate support potential areas of concern.

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

Due to the nature of the Alternative Path program, teacher candidates are identified as the Instructor of Record and therefore must complete all job duties as outlined by their local education agency in regards to attending, participating, working with, and documenting support for students with IEPs. Teacher candidates from Rio Salado College are supported by an experienced mentor at the school site to assist them with understanding processes and coordinating support. Additionally, Program Supervisors monitor the candidates growth towards understanding policies and implementation of IEP's and participation in program teams. Teacher candidates are committed to this support for the two years of the residency program before they can move to a Standard Special Education certificate and change employment (if requested). This is done to ensure consistency of practice throughout the time of employment and to adequate support potential areas of concern. Special education alternative pathway 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 25 clock hours. During this experience, candidates are exposed to the special education process and IEP components. Additionally, alternative pathway candidates complete approximately 36 credits of coursework specifically in special education while simultaneously working in a mild to moderate classroom setting. Alternative pathway candidates enrolled in the alternative pathways program, also complete phone conferences with their Program Supervisor and other alternative pathways students to discuss special education philosophies, identification needs, and regulations.

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*.

Due to the nature of the Alternative Path program, teacher candidates are identified as the Instructor of Record and therefore must complete all job duties as outlined by their local education agency in regards to attending, participating, working with, and documenting support for students with IEPs. Teacher candidates from Rio Salado College are supported by an experienced mentor at the school site to assist them with understanding processes and coordinating support. Additionally, Program Supervisors monitor the candidates growth towards understanding policies and implementation of IEP's and participation in program teams. Teacher candidates are committed to this support for the two years of the residency program before they can move to a Standard Special Education certificate and change employment (if requested). This is done to ensure consistency of practice throughout the time of employment and to adequate support potential areas of concern. Special education alternative pathway 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 25 clock hours. During this experience, candidates are exposed to the special education process and IEP components. Additionally, alternative pathway candidates complete approximately 36 credits of coursework specifically in special education while simultaneously working in a mild to moderate classroom setting. Alternative pathway candidates enrolled in the alternative pathways program, also complete phone conferences with their Program Supervisor and other alternative pathways students to discuss special education philosophies, identification needs, and regulations.

c. Effectively teach students who are limited English proficient.

Due to the nature of the Alternative Path program, teacher candidates are identified as the Instructor of Record and therefore must complete all job duties as outlined by their local education agency in regards to designing, supporting, and implementing teacher strategies which are essential for the success of English Language Learners. Teacher candidates from Rio Salado College are supported by an experienced mentor at the school site to assist them with understanding processes and coordinating support. Additionally, Program Supervisors monitor the candidates' growth towards embedding the appropriate language standards and teaching strategies to meet the needs of students who have been identified for services. 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. 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. Teacher candidates are committed to this support for the two years of the residency program before they can move to a standard certificate and change employment (if requested). This is done to ensure consistency of practice throughout the time of employment and to adequate support potential areas of concern.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

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 of providing high-quality classroom teachers in a flexible and cost-effective manner. The Teacher In Residence, Alternative Pathway model provided by Rio Salado College makes it possible for individuals to immediately enter the classroom and bring real-world industry experience to the PreK-12 student population, as many of our students are recareering adults ; thus ensuring relevance of information. Rio Salado's alternative Post Bacc model is designed around the needs of the adult learner which means that we must consider both their personal and professional needs in regards to education; including but not limited to working as the teacher of record in the classroom, raising families, and completing certification coursework 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.

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, Field and Student Teaching

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:

Jennifer Gresko, Ed.D.

TITLE:

Faculty Chair, Educator Preparation Program