R7-2-604. Definitions

In R7-2-604 through R7-2-604.04, unless the context otherwise requires:

1. “Accreditation” means a professional preparation institution’s recognition by a national or regional agency or organization acknowledged for meeting identified standards or criteria.

2. “Biennial report” means a report submitted every two years to the Department by all Arizona State Board approved professional preparation institutions for each approved educator preparation program.

3. “Biennial status letter” means correspondence issued by the Department to the professional preparation institution within 30 days upon completion of the review of the biennial report, indicating the status of the educator preparation program(s).

4. “Board approved program” means a course of study that is approved by the Board and meets all relevant standards for teachers, administrators, school guidance counselors, or school psychologists.

5. “Capstone experience” means a culminating professional experience in a PreK-12 setting. This experience may include student teaching or internships in administration, counseling, or school psychology, or alternative path PreK-12 teaching.

6. “Educator preparation program” means a traditional or alternative educator preparation program. Either type of program shall include courses, seminars, or modules of study; field experiences; and capstone experiences for preparing PreK-12 teachers, administrators, school guidance counselors, and school psychologists for an institutional recommendation for an Arizona certificate.

7. “Field experience” means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

8. “Institutional recommendation” means a form developed by the Department and issued by a professional preparation institution, that indicates an individual has completed a Board approved educator preparation program.

9. “Internship” means significant opportunities for candidates to practice and develop the skills identified in relevant state and national standards as measured by substantial and sustained work in real settings, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor.

10. “National standards” means written expectations for meeting a specified level of performance that are established by, but not limited to, the following organizations: Council for Accreditation of Counseling and Related Education Program (CACREP), Council for the Accreditation of Educator Preparation (CAEP), Council for Exceptional Children. (CEC), ~~Educational Leadership Constituent Counsel (ELCC)~~ The National Educational Leadership Preparation (NELP), Interstate New Teacher Assessment and Support Consortium (InTASC), ~~Interstate School Leaders Licensure Consortium (ISLLC)~~ Professional Standards for Educational Leadership (PSEL), ~~National Educational Technology Standards (ISTE-NETS)~~ International Society for Technology in Education (ISTE), National Association for the Education of Young Children (NAEYC), National Association of School Psychologists (NASP), National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC).

11. “Probationary educator preparation program” means a program with at least one deficiency identified in the biennial status letter issued by the Department, as a result of a Department review of the biennial report. Programs with the same deficiency(s) in two consecutive biennial status letters are subject to revocation of Board approval. A deficiency may include, but is not limited to, stakeholder surveys, completer data and student achievement data.

12. “Professional preparation institutions” means organizations that include, but are not limited to, universities and colleges, school districts, not for profit organizations, professional organizations, private businesses, charter schools, and regional training centers that oversee one or more educator preparation programs.

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

14. “Program supervisor” means an educator from the professional preparation institution under whose supervision the candidate for licensure practices during a capstone experience. The program supervisor’s professional work experiences must be relevant to the license the candidate is seeking. Program supervisors must also have adequate training from the professional preparation institution.

15. “Review Team” means a committee that reviews educator preparation programs seeking Board approval that consists of representatives from the Department and at least three of the following entities: institutions under the jurisdiction of the Arizona Board of Regents, Arizona private institutions of higher education, Arizona community colleges, other organizations with a Board approved educator preparation program, professional educator associations, PreK-12 administrators from local education agencies, and National Board Certified Teachers.

16. “Student teaching” means a minimum of twelve weeks of rigorous field-based experiences, appropriate for the certificate the candidate is seeking, performed under the direction of a supervising practitioner and a program supervisor. The student teaching placement must be appropriate for the certification that the applicant is seeking.

17. “Supervising practitioner” means a standard certified educator, currently employed by a local education agency, private agency or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising practitioners must have:

a. A minimum of three full years of experience relevant to the license the candidate is seeking.

b. A current classification of highly effective or effective pursuant to § 15-203(A)(38) when applicable.

c. Adequate training from the professional preparation institution.