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. “Alternative educator preparation program” means a program designed for individuals who are working as a PreK-12 teacher or administrator while certified under an alternative teaching certificate or interim administrative certificate. Alternative educator preparation programs may have substantially different program sequences, designs, and/or formats than that of a traditional education preparation program.
3. ~~“Alternative review team” means a committee that reviews alternative educator preparation programs seeking Board approval that consists of representatives from the Department, a graduate or representative from an Arizona alternative educator preparation program and no more than three of the following: a representative from an institution under the jurisdiction of the Arizona Board of Regents, a representative from an Arizona private institution of higher education, a representative from an Arizona community college, a representative from a professional educator association, a PreK-12 administrator from a local education agency, and a National Board Certified Teacher.~~

~~2.~~3. “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.~~4. “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.~~5. “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.~~6. “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.

7. “Classroom-based educator preparation program” means a program administered through a school district or charter school that is approved pursuant to R7-2-604.05.

~~6.~~8. “Educator preparation program” means a traditional or alternative educator preparation program~~. Either type of program~~ that ~~shall include courses, seminars, or modules of study; field experiences; and capstone experiences for preparing~~ prepares PreK-12 teachers, administrators, school ~~guidance~~ counselors, and school psychologists for an institutional recommendation for an Arizona certificate.

~~7.~~9. “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.~~10. “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.~~11. “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.~~12. “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), The National Educational Leadership Preparation (NELP), Interstate New Teacher Assessment and Support Consortium (InTASC), Professional Standards for Educational Leadership (PSEL), 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.~~13. “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.~~14. “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.~~15. “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.~~16. “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.~~17. “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, and a graduate or representative from an Arizona alternative educator preparation program. For alternative educator preparation program applications, the review team shall include at least one graduate or representative from an Arizona alternative educator preparation program.

~~16.~~18. “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.~~19. “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)~~ A.R.S. § § 15-341(A)(41), 15-189.06, when applicable.

c. Adequate training from the professional preparation institution.

20. “Traditional educator preparation program” means a program that includes courses, field experiences, and a capstone experience that is designed to prepare preservice PreK-12 teachers, administrators, school counselors, and school psychologists.”

R7-2-604.03. Alternative Educator Preparation Program Approval Process

**A.** An organization that includes, but is not limited to, universities under the jurisdiction of the Arizona Board of Regents, community colleges in this state, private postsecondary institutions licensed by this state, school districts, charter schools, professional organizations, nonprofit organizations, private entities and regional training centers that oversee one or more educator preparation program which wishes to offer a program for an alternative route for the certification of teachers and administrators in this State ~~must~~ shall apply to the ~~State Board of Education on a form prescribed by the~~ Department of Education for review ~~approval~~ to become an approved provider of such a program. The Department of Education shall convene a review team to review the application, using a rubric approved by the Board, and submit a recommendation to the Board. The application ~~must~~ shall include:

1. The name and location of the applicant;

2. The name of the program;

3. If the applicant is accredited, the name of the regional accrediting body and the accreditation status of the applicant;

4. If the applicant is a private postsecondary educational institution, evidence that the applicant is licensed to operate by the State Board of Private Postsecondary Education pursuant to A.R.S. § 32-3021;

5. A description of the budget of the program;

6. A list of all staff members responsible for the administration of the program, the roles and responsibilities of each person and his or her credentials;

~~6.~~7. The areas of certification for which the applicant will offer the program;

~~7.~~8. A description of the program, which ~~must~~ shall include:

a. The way in which the elements of the program will comply with the requirements of this section and R7-2-602, R7-2-603 as applicable and ~~A.R.S. § 15-203(A)(14)(a)(i) through (vi)~~ A.R.S. § 15-501.01;

b. The application and review process for persons to enroll in the program, including a copy of all forms that will be used in the process; ~~and~~

c. A summary of the program courses, seminars, or modules of study; and

~~c.~~d. The supervised, school-based experiences the applicant will provide, including:

i. The name of each school and school district that will participate in the supervised, school-based experience, evidenced by a letter or other communication from the school or school district that demonstrates interest in participating;

ii. The length of time for which a candidate will be required to participate in the supervised, school-based experience, including any orientation that the candidate must complete;

iii. The manner by which candidates will be mentored by an effective or highly effective teacher and evaluated during the supervised, school-based experience; and

iv. How the supervised, school-based experience will promote the effectiveness of teachers and administrators, as appropriate; and

v. A copy of all forms that will be used for the supervised, school-based experience process;

~~8.~~9. ~~A list of all staff members for the program, the roles and responsibilities of each person and his or her credentials~~ If available, data on the efficacy of its teacher preparation program which may include stakeholder surveys, completer data, and student achievement data;

~~9.~~10. A statement of the estimated time it will take a candidate enrolled in the program to complete the program, which ~~must~~ shall allow for completion of the program within one year but not more than three years;

~~10.~~11. A description of the manner by which the applicant will evaluate the success or failure of each candidate enrolled in the program and track the progress of each such candidate, including a copy of all forms that will be used for the evaluation and tracking;

~~11.~~12. A description of how the applicant will evaluate the success of the program, which must include the information required for the evaluation pursuant to R7-2-604.02(K)(4).

**B.** Upon receipt of an application for approval as an approved provider pursuant to subsection (A), ~~the State Board of Education will appoint a review team to review the application consisting of a currently certified professional educator that is a graduate of an alternative certification program, a currently certified professional administrator, a human resources director or school superintendent, two members of the Certification Advisory Committee and a representative from~~ the Department of Education~~. The~~ shall convene a review team that shall:

1. Examine the application;

2. Determine whether to recommend that the State Board of Education grant its approval of the application based upon the requirements of this section and the Board-approved rubric without any additional requirements; and

3. Submit its recommendation to the State Board of Education within ~~60~~ 90 days of receipt of the application.

**C.** The State Board of Education ~~will~~ shall review the recommendation of the review team ~~submitted pursuant to subsection B~~ and provide to the applicant written notice of its approval or denial. The State Board of Education may grant provisional approval to an applicant pursuant to subsection (D). If the State Board of Education denies an application, the applicant may correct any deficiencies identified in the notice of denial and resubmit the application for review by the ~~State Board of Education~~ Department within ~~60~~ 30 days of the denial. The alternative review team shall review the resubmitted application and submit its recommendation to the Board within 60 days of receipt of the resubmitted application.

**D.** If the State Board of Education grants an applicant provisional approval, the applicant may offer the program for an alternative route to certification described in the application for the period prescribed by the State Board of Education. The applicant must remove all the provisions under which the approval was issued before the expiration of the provisional approval. If the applicant removes the provisions within the prescribed time, the State Board of Education will grant nonprovisional approval to the applicant as an approved provider. Provisional approval is valid for two years after the date on which the State Board of Education granted provisional approval. If an applicant does not remove all the provisions within the prescribed time, the provisional approval is automatically revoked.

**E.** Except as otherwise provided in subsection (D), if an applicant is approved as an approved provider pursuant to this section, the approval is valid for six years after the date of approval. To continue the approval, the qualified provider must submit an application for renewal before the expiration of the approval to the ~~State Board of Education on a form prescribed by the~~ Department of Education. If the application for renewal is approved by the State Board of Education, the renewal is valid for six years after the date of the approval.

**F.** If an approved provider intends to offer a program for an alternative route to certification for an area of certification that is different from the area of certification for which the qualified provider has been approved, the qualified provider must submit a new application pursuant to subsection (A) to offer a program for an alternative route to certification for that area of certification.

**G.** An approved provider shall provide its program completers with an institutional recommendation for issuance of the appropriate Arizona alternative path certification within 45 days. An approved provider seeking renewal of its program approval shall submit the required renewal application for review at least 90 days prior to the program expiration date.

**H.** Each qualified provider must submit a report once every two years which includes:

1. A description of any substantive changes in courses, seminars, modules or assessments in the Board approved educator preparation programs;

2. The name, title and original signature of the certification officer for the professional preparation institution; and

3. Relevant data on the educator preparation program, relevant staff, and candidates, which may include, but is not limited to, stakeholder surveys, completer data, and student achievement data required as a condition of continuing program approval.

**I.** The Department shall:

1. Present the results of the report to the State Board of Education; and

2. After the results have been presented to the State Board of Education, post the report on the Department’s website.

**J.** Each qualified provider shall cooperate with the State Board of Education and the Department in the evaluation of the effectiveness of this Section.

**R7-2-604.05. Classroom-Based Alternative Preparation Program Approval Process**

**A.** A school district or charter school may apply to the ~~Board~~ Department of Education for approval as a classroom-based alternative preparation program provider. The application, on a form prescribed by the Department, shall include the following:

1. The name of the program;

2. The areas of certification for which the applicant will offer the program;

~~1.~~3. Verification that individuals to be enrolled in the program will have a bachelor’s degree from an accredited institution;

~~2.~~4. Verification that individuals to be enrolled in the program will have a valid fingerprint card issued by the Arizona Department of Public Safety;

~~3.~~5. ~~Prior to August 1, 2020,~~ ~~individuals~~ Individuals enrolled in the program possess:

a. An emergency teaching certificate; or

b. ~~A teaching intern~~ An alternative teaching certificate.

c. Individuals enrolled at a charter school ~~classroombased~~ classroom-based alternative preparation program are not required to possess a certificate.

4. Data supporting the efficacy of its teacher preparation program, which may include stakeholder surveys, completer data and student achievement data. The school district or charter school may contract with a third party provider to provide the classroom-based alternative preparation program and may use that program’s efficacy data to meet this requirement

**B.** A review team shall review the application and make a recommendation to the Board as prescribed in R7-2-604.03 (B) – (E) and shall submit biennial reports prescribed in R7-2-604.03 (H).

**C.** An approved provider shall provide its program completers with an institutional recommendation for issuance of the appropriate Arizona alternative pathway certification within 45 days.

**~~B.~~D.** Upon successful completion of a classroom-based alternative preparation program, an individual may apply for ~~an~~ the appropriate Arizona Classroom-Based Standard Teaching certificate.