

## IV.K.1.a. - Others Considered for Professional Development Academic Trainer SY 2014-15

Sorted by: Name / Position

#	Full Name	Position #	Race / Ethnicity	Work Experience	Highest Degree	AZ Certificate
1	Basurto, Xavier	15-0547	Hispanic	* TUSD: Math Teacher (8/2002-5/2015)	Masters	Current
2	Coleman-Fields, Diane	15-0547	White	* Item Operations - Intuit: Tucson, AZ (01/10/1994 - 07/01/2013)	Masters	Current
3	Dumes, Jennifer	15-0547		*TUSD: Teacher Math (9/10/09-current)	Ph.D.	Current
4	Kane, Erika	15-0547	White	* TUSD: Teacher -21st CCLC Coordinator, Safford K-8: Tucson, AZ (08/2013 - 07/2015) * TUSD: Math Interventionist, Wakefield MS, (08/2012 - 07/2013) * TUSD: Teacher - 6,7,8 Algebra and Math Interventionist, Hohokam MS, (08/2009 - 07/2012) * Broward County School District: Teacher 5th Grade, Fort Lauderdale, FL (12/2002 - 07/2009)	Masters	Current
5	Lewis, Constance	15-0547	White	* TUSD: Project coordinator for K-8 Mathematics and Science Partnership Grants 1/2 time (2013-present) * TUSD: Teacher K-5th Grades, Manzo ES, 1/2 time (2013--present) * INTEL Mathematics Math Educator (4/2012-present) * Marilyn Burns Education Associates, Mathematics Consultant (1992-present) * TUSD: Mathematics Specialist K-5 (2010-2013) * TUSD: Mathematics K-5 Interventionist Cragin ES, (2006-2010) * TUSD: Mathematics Professional Development Summer Institute Instructor (2005) * TUSD: Curriculum Specialist, Cragin ES, (2005-2006) * TUSD: Mathematics Specialist, Warren and Richey ES, (2001-2003) * TUSD: Title 1 Mathematics and Science Support Teacher PK-5th grades, (1991-2001) * TUSD: Teacher Intermediate Grades, (1987-1991) * Navajo Nation: Teacher Tuba City, AZ (1981-1984) * Redwood City Public Schools: Teacher Mathematics 8th Grade, Redwood, CA (1/1981-6/1981)	Masters	Current

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#	Full Name	Position #	Race / Ethnicity	Work Experience	Highest Degree	AZ Certificate
6	Meneguín, Brenda	15-0547	White	<ul style="list-style-type: none"> <li>* TUSD: Teacher Mentor - Tucson , AZ (07/2011 - Current)</li> <li>* TUSD: Summer School Coordinator, Booth Fickett - Tucson, AZ (05/2014 - 06/2014)</li> <li>* TUSD: Math Teacher - Valencia Middle School - Tucson, AZ (8/2009 - 6/2011)</li> <li>* Adjunct Instructor - Northern Arizona University: Tucson, AZ (08/2007 - 12/2009)</li> <li>* TUSD: Math Teacher - Tucson, AZ (10/2004 - 6/2009)</li> <li>* Mathematics Intervention Instructor - University of Arizona: Tucson, AZ (09/2004 - 02/2006)</li> <li>* Math Teacher - St. John Neumann Catholic School: Knoxville, TN (06/2000 - 06/2004)</li> <li>* TUSD: Math Teacher - Gridley Middle School - Tucson , AZ (09/1995 - 06/1999)</li> <li>* Teacher - Klamath Unified School District - Peterson Elementary School: Klamath Falls , OR (09/1991 - 04/1995)</li> <li>* Teacher - Sacred Heart Catholic School: Klamath Falls, OR (08/1989 - 06/1991)</li> </ul>	Masters	Current
7	Rose, Samantha	15-0547	White	<ul style="list-style-type: none"> <li>* Educational Math Consultant - Associates For Educational Success: Tucson, AZ (05/2013 - present)</li> <li>* TUSD: Middle School and K-8 Mathematics Specialist - Tucson, AZ (09/2010 - 05/2013)</li> <li>* Co-Author Middle School math toolkit - Member of the Common Core State Standards Mathematics Project: Tucson, AZ (10/2011 - 04/2012)</li> <li>*TUSD: 8th Grade Math teacher - Tucson, AZ (08/2004 - 09/2010)</li> <li>* High School teacher - Phoenixville High School: Phoenixville, PA (09/2003 - 06/2004)</li> </ul>	Masters	Current
8	Slingerlend, Jon	15-0547	White	<ul style="list-style-type: none"> <li>* TUSD: Teacher 8th Grade Math, Pistor MS (8/1/12-current)</li> <li>* TUSD: Teacher 6th &amp; 7th DL/DL Gate Math Science, Pistor MS (8/1/10-7/31/12)</li> <li>* TUSD: Teacher 6th DL/DL GATE Math Science Spanish, Pistor MS (8/1/08-7/31/09)</li> <li>* TUSD: Teacher 6th DL/DL GTATE Science ESL Spanish, Pistor MS (8/1/00-7/31/08)</li> <li>*TUSD: Teacher 7th Bilingual Math Science Spanish, Pistor MS (8/1/99-7/31/00)</li> </ul>	Masters	Current

<b>First Name</b>	<b>Last Name</b>	<b>Earn End Date</b>	<b>Ethnicity</b>
Cassandra	Reed	05/26/2015	<b>African American</b>
Alia	Cruz	05/26/2015	<b>Hispanic/Latino</b>
Viviana	Fimbres	05/26/2015	<b>Hispanic/Latino</b>
Jessica	Guerena	05/26/2015	<b>Hispanic/Latino</b>
William	Wiggins	05/26/2015	<b>Hispanic/Latino</b>
Alexandra	Lizarribar	05/26/2015	<b>Hispanic/Latino</b>
Trinidad	Tester	05/26/2015	<b>Hispanic/Latino</b>
Ana	Martinez	05/26/2015	<b>Hispanic/Latino</b>
Adriana	Gonzales	5/26/2015	<b>Hispanic/Latino</b>
Jeffers	Choyguha	5/26/2015	<b>Hispanic/Latino</b>
Francisco	Sarmeinto	5/26/2015	<b>Hispanic/Latino</b>
Ana	Rivero	05/26/2015	<b>Not Specified</b>
Karilyn	Sharp	05/26/2015	<b>Not Specified</b>
Joanthan	Babb	05/26/2015	<b>White</b>
Jeffrey	Glenn	05/26/2015	<b>White</b>
James	Herndon	05/26/2015	<b>White</b>
Lorraine	Hetschel	05/26/2015	<b>White</b>
Sierra	Hoff	05/26/2015	<b>White</b>
Christopher	Holiman	05/26/2015	<b>White</b>
Christopher	Jones	05/26/2015	<b>White</b>
Julie	Lindner	05/26/2015	<b>White</b>
Wiliam	Nicholas III	05/26/2015	<b>White</b>
Benjamin	Olswing	05/26/2015	<b>White</b>
Janis	Pridans	05/26/2015	<b>White</b>
Alexander	Smith	05/26/2015	<b>White</b>
Katherinw	Stedman	05/26/2015	<b>White</b>
Samuel	West	05/26/2015	<b>White</b>
Hannah	Yoder	05/26/2015	<b>White</b>
Amber	Merchant	05/26/2015	<b>White</b>
Debra	Garza	05/26/2015	<b>White</b>
Bryan	Sargusd	05/26/2015	<b>White</b>
Ava	Bemer	05/26/2015	<b>White</b>
Lisa	Volkening	05/26/2015	<b>White</b>
Julie	Lindner	05/26/2015	<b>White</b>
Anthony	Lafreniere	5/26/2015	<b>White</b>
Melinda	Blackadar	5/26/2015	<b>White</b>
Carl	Yarter	5/26/2015	<b>White</b>
Jesus	Federico	5/26/2015	<b>White</b>
Janine	Bennette	5/26/2015	<b>White</b>
Diane	Shifflet	5/26/2015	<b>White</b>

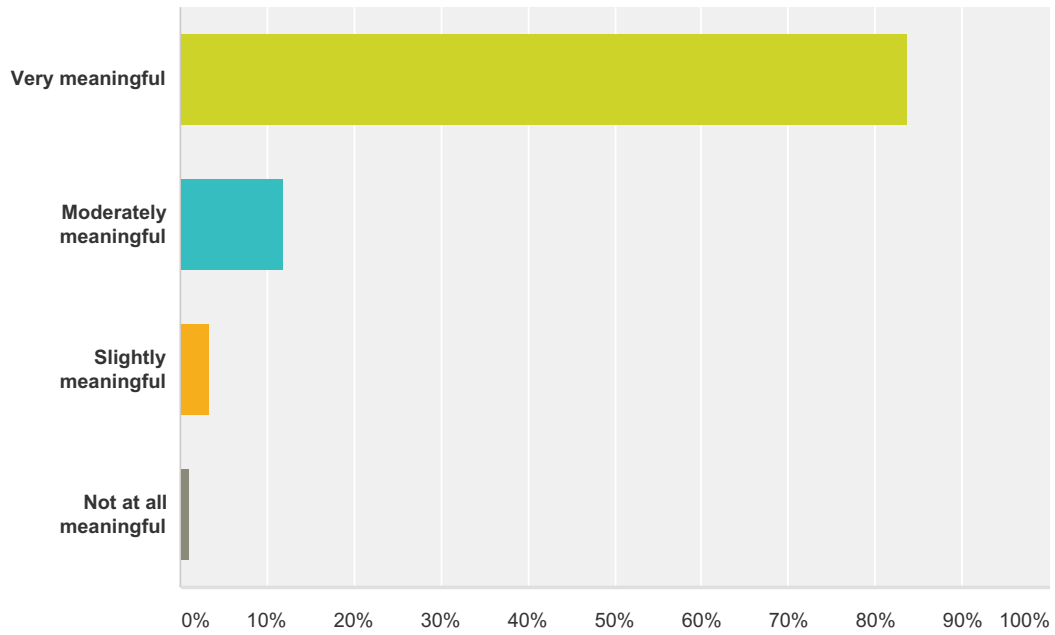
Last	First	Site Location	Site Code	Position Title
Allard	Susan	Myers/Ganoung	1317	PREO Teacher-Reading Interventionist
Allen	Teresita	Cragin	1179	PREO Ex Ed Teacher
Amundson	Cindy	Project More	2674	PREO Certified Academic Tutor
Anaya	Nancy	Magee	1515	PREO Teacher
Arnold	Gregory	Cholla HS	2615	PREO Teacher
Ayala	Hector	Cholla HS	2615	PREO Teacher
Beelen	Robin	Whitmore ES	1455	PREO Certified Academic Tutor
Blackman	Luane	GATE	5064	PREO Certified Academic Tutor
Bland	Flavil	Cholla	2615	PREO Ex Ed Teacher
Branch-Kaigler	Caroline	Palo Verde	2620	PREO Teacher
Brown	Nancy	Lineweaver	1281	PREO Ex Ed Teacher
Buckley	Joy	Maldonado 21st Century	1290	PREO Certified Academic Tutor
Calhoun	Don	Valencia	1557	PREO Teacher - InHouse
Campuzano	Carmen	Davis Bilingual	1191	PREO Principal
Carpenter	Maryann	Sabino	2645	PREO Teacher - Agriculture
Case	Susan	Borman	1140	PREO Temp Teacher
Casey	Esperanza	GATE	5064	PREO Certified Academic Tutor
Castrillo-Pinto	Caroline	Borton	1143	PREO Teacher
Chadwick	Jerry	Pueblo MHS	2630	PREO Teacher
Contreras	Anna	Manzo	1293	PREO Teacher - 3/4 ELD
Crawley	Michael	Tolson	1417	PREO Teacher
Diaz	Armando	Maxwell	1521	PREO Teacher - 7th Gr SC
Dietz	Laurie	Whitmore	1455	PREO Ex Ed Teacher - CCS Resource
Doty	Edna	Dietz K-8	1197	PREO Teacher - Kinder
Edwards	Kay	Project More	2674	PREO Teacher
Erhardt	Dave	GATE	5064	PREO Certified Academic Tutor
Erickson	Debie	Ex Ed	5076	PREO Ex Ed Teacher - Behav Spec
Erickson	Eileen	Sahuaro HS	2650	PREO Teacher
Escarcega	Irene	Hollinger	1233	PREO Teacher
Espinoza	Filomeno	GATE	5064	PREO Certified Academic Tutor
Falco	Dale	Whitmore	1455	PREO Certified Academic Tutor
Farfan	Rosa	GATE	5064	PREO Certified Academic Tutor
Farr	Linda	Wheeler	1443	PREO Certified Academic Tutor
Ferguson	James	Whitmore Annex HS	5021	PREO Teacher
Fraesdorf	Lori	Borton	1143	PREO Certified Academic Tutor
Galvan	Manuel	Pueblo HS	2630	PREO English Teacher
Gaub	Susan	Whitmore Annex HS	1455	PREO Certified Academic Tutor
Goldsmith	Beatrice	Maxwell 21st Century	1521	PREO Ex Ed Resource Teacher
Green	Dianne	TAPP	2676	PREO Teacher
Haynes	Larry	Holladay	1239	PREO Principal
Hensley	Marla	Cavett	1167	PREO Teacher
Hipple	Robert	Maxwell 21st Century	1521	PREO Certified Academic Tutor
Holmaas	Roberta	Roberts/Naylor	1525	PREO Teacher
Horne	Melvin	Roberts/Naylor	1525	PREO Ex Ed Teacher
Huestis	Lucy	Fine Arts	5047	PREO Teacher
Islas	Lorraine	GATE	5064	PREO Certified Academic Tutor

Last	First	Site Location	Site Code	Position Title
Jordan	Janet	Hughes	1257	PREO Principal
Jury	Patricia	Mission View	1311	PREO Certified Academic Tutor
Keller	Dean	Sahuaro HS	2650	PREO Math Teacher
Kraus	Sandra	Exceptional Ed	5076	PREO Ex Ed Teacher-Adapted
Kreamer	William	Sabino	2645	PREO Teacher
Langford	Patricia	Cavett	1167	PREO Teacher
Leal-Holmes	Theresa	Vail	1555	PREO Principal
Lee	Eileen	White	1449	PREO Ex Ed Teacher
Letson	Marjorie	Magee	1515	PREO Teacher
Lizarraga	Norma	GATE	5064	PREO Certified Academic Tutor
Manuel JR	Wade	Santa Rita	2655	PREO Certified Academic Tutor
Martin	Kathleen	GATE	5064	PREO Certified Academic Tutor
Martinez	Dora	GATE	5064	PREO Certified Academic Tutor
Martinez	Lorraine	Lawrence Intermediate	1277	PREO Teacher - ELD
Marvin	Jenna	AGAVE-Distance Learning	2684	PREO Teacher
McClung	Samuel	Miles ELC	1305	PREO Teacher
McCorkle	Lisa	Lineweaver	1281	PREO Principal
McSpadden	Doug	Sabino	2645	PREO Teacher
Meza Aldaghi	Rosalva	Oyama	1327	PREO Teacher
Miller	Lauren	Exceptional Ed	5076	PREO Ex Ed Teacher Diagnostician
Moss	Ingrid	Davidson	1185	PREO Teacher
Mueller	Catherine	Ex Ed	5076	PREO Ex Ed Teacher - VI
Mulligan	Maura	GATE	5064	PREO Certified Academic Tutor
Navarro	Guillermo	Sahuaro HS	2650	PREO Teacher - Spanish
Neale	Mary	Ochoa ES	1323	PREO Ex Ed Teacher
Ochoa	Martha	Maxwell	1521	PREO Certified Academic Tutor
Ogle	Sharon	Holladay	1239	PREO Teacher
Ornelas	Lupe	Van Buskirk	1431	PREO Temp Teacher
Palomarez	Ernest	Alt to Susp-Doolen	5021	PREO Teacher - Alt to Susp
Piasecki	Barbara	Safford K-8	1535	PREO Teacher - 7/8 Math Combo
Pishos	Cathy	Tucson Magnet	2660	PREO Teacher - PE
Plummer-Sikes	Sonia	Roberts/Naylor	1525	PREO Teacher - 6th Grade
Polan	Terri	Ex Ed	5076	PREO Teacher
Prewitt Howie	R	Rincon	2640	PREO Teacher - English
Price	Rose T.	GATE	5064	PREO Certified Academic Tutor
Price	Steve	GATE	5064	PREO Certified Academic Tutor
Pride	Olga	Henry	1238	PREO Teacher
Rawdin	Robert	Fine Arts	5047	PREO Teacher
Reutzel	Darci	Palo Verde	2620	PREO Teacher - Math
Rinehart	Cynthia	21st Century/Robins	1351	PREO Certified Academic Tutor
Robertson	Donald	Cholla HS	2615	PREO Teacher
Ruiz-Montoya	Sylvia	Roberts/Naylor	1525	PREO Teacher
Rutman	Robert	Utterback	1550	PREO Ex Ed Teacher
Scalise	Paul	21 CCLC/Borton	1143	PREO Certified Academic Tutor
Selby	Joseph	GATE	5064	PREO Certified Academic Tutor
Shanley	Roger	Sabino	2645	PREO Teacher

<b>Last</b>	<b>First</b>	<b>Site Location</b>	<b>Site Code</b>	<b>Position Title</b>
Sider	Donna M.	Valencia	1557	PREO Teacher
Smith	Constance	GATE	5064	PREO Certified Academic Tutor
Smith	Dan	GATE	5064	PREO Certified Academic Tutor
Snider	Scott	Palo Verde	2620	PREO Teacher - PE
Svenson	Gary	GATE	5064	PREO Certified Academic Tutor
Thompson	Frank	Roberts/Naylor	1525	PREO Teacher - 8th Gr Math
Thompson-Robles	Debra	Pueblo MHS	5028	PREO Teacher - ELD Coordinator
Tuchek	Michelle	Fine Arts	5047	PREO OMA AIS Teacher
Tweet	Rosemary	Johnson Primary	1266	PREO Teacher - Reading Interv
VanderLine	Pamela	Henry	1238	PREO Teacher
Wagner	Mark	Gridley MS	1511	PREO Teacher - VR, Computer
Williams	Robin	Utterback	1550	PREO Teacher
Wolf	Marcia	CE Rose	1371	PREO Certified Academic Tutor
Yonkers	Marie	THMS	2660	PREO Teacher
Zimmermann	Deborah	GATE	5064	PREO Certified Academic Tutor

### Q1 How meaningful is your work at Tucson Unified School District?

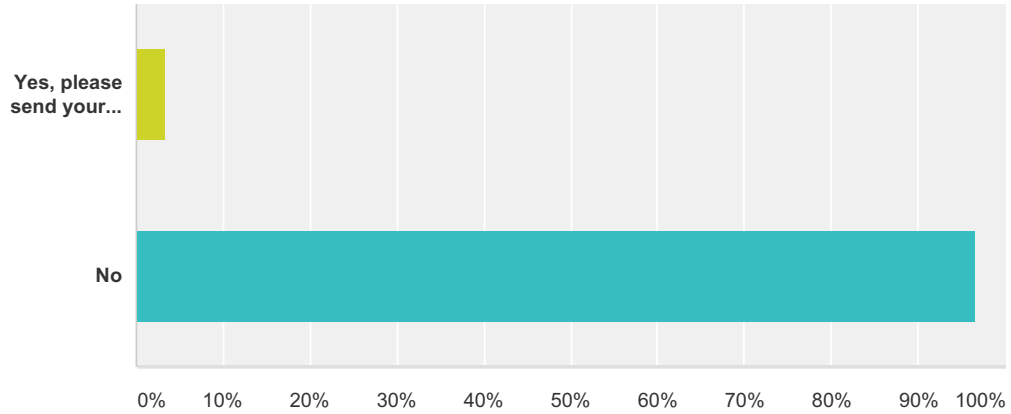
Answered: 92 Skipped: 0



Answer Choices	Responses	
Very meaningful	83.70%	77
Moderately meaningful	11.96%	11
Slightly meaningful	3.26%	3
Not at all meaningful	1.09%	1
<b>Total</b>		<b>92</b>

**Q2 The HR records currently reflects you are a non-certificated employee. Are you currently pursuing a teaching or counseling certification?**

Answered: 92 Skipped: 0

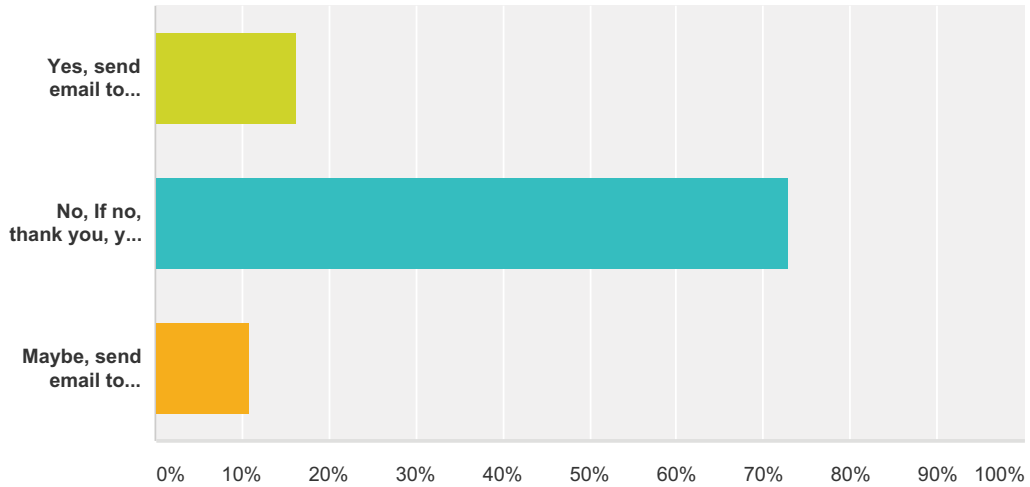


Answer Choices	Responses
Yes, please send your contact information to martha.peyton@tusd1.org	3.26% 3
No	96.74% 89
<b>Total</b>	<b>92</b>



**Q3 If you are not currently pursuing an educational certification; are you interested in exploring the possibilities of working towards earning a teaching or counseling certification?**

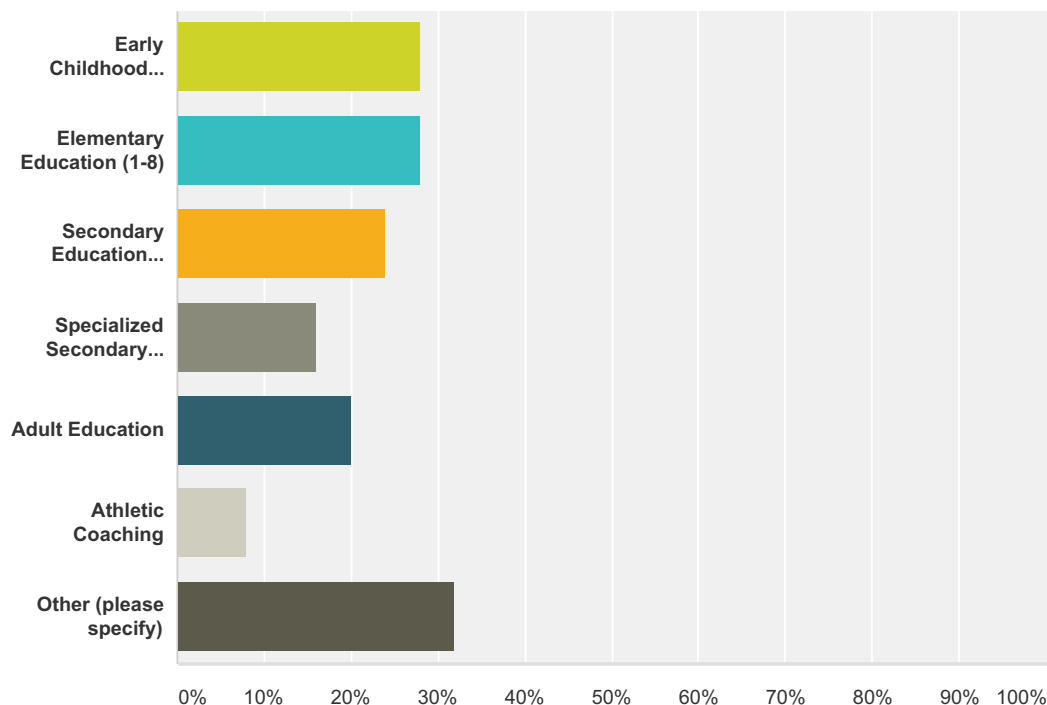
Answered: 92 Skipped: 0



Answer Choices	Responses
Yes, send email to rosachristina.vasquezcase@tusd1.org and provide your name and email address for future follow-up	16.30% 15
No, If no, thank you, you are done with this survey. Please go to the bottom of the page and click done.	72.83% 67
Maybe, send email to rosachristina.vasquezcase@tusd1.org and provide your name and email address for future follow-up	10.87% 10
<b>Total</b>	<b>92</b>

### Q4 If you are interested in pursuing a teaching certification or are currently in a program, what areas noted below are of interest to you?

Answered: 25 Skipped: 67



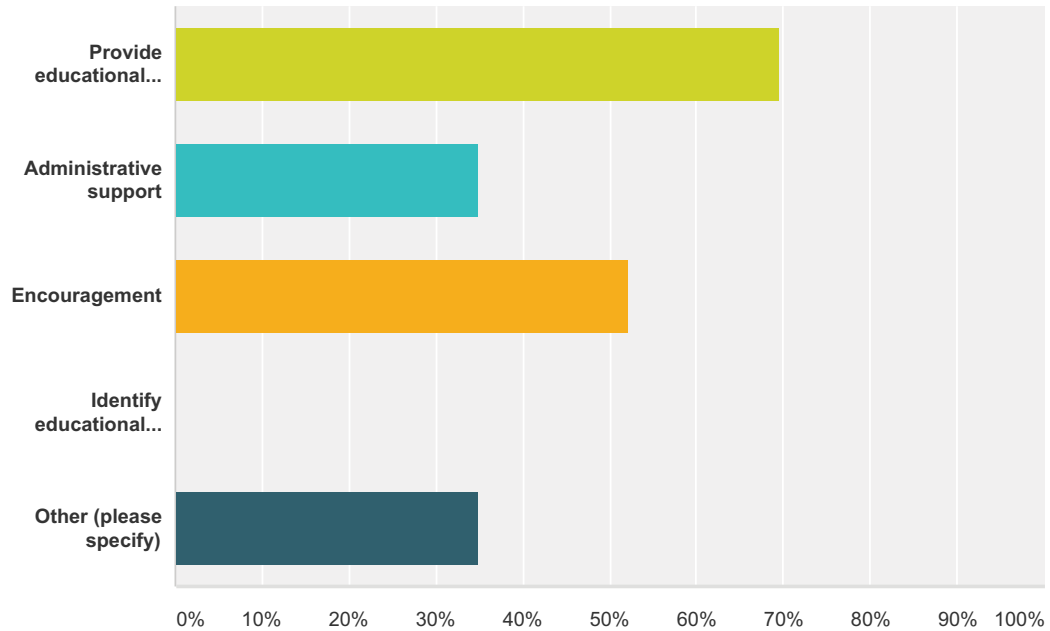
Answer Choices	Responses
Early Childhood Education (Birth-8 years or 3rd grade)	28.00% 7
Elementary Education (1-8)	28.00% 7
Secondary Education (7-12)	24.00% 6
Specialized Secondary Certification STEM (Science, Technology, Engineering and Mathematics 7-12) Art Education (Pre K-12)	16.00% 4
Adult Education	20.00% 5
Athletic Coaching	8.00% 2
Other (please specify)	32.00% 8
<b>Total Respondents: 25</b>	

**Q5 If you are interested in pursuing a counseling certification or are currently in a program, what is your area of interest?**

Answered: 9 Skipped: 83

### Q6 If you are pursuing an educational certification or wanting to pursue certification, how could TUSD support your efforts?

Answered: 23 Skipped: 69



Answer Choices	Responses
Provide educational resource information	69.57% 16
Administrative support	34.78% 8
Encouragement	52.17% 12
Identify educational resources	0.00% 0
Other (please specify)	34.78% 8
<b>Total Respondents: 23</b>	

**Q7 If you get an educational certification,  
do you want to continue employment with  
TUSD?**

Answered: 23 Skipped: 69

Answer Choices	Responses	
<input type="radio"/> Yes & why? ↵	86.96%	20
<input type="radio"/> No & why? ↵	0.00%	0
<input type="radio"/> Maybe & why? ↵	13.04%	3

**TUCSON UNIFIED SCHOOL DISTRICT**  
**“MAKE THE MOVE”**  
**AGREEMENT**  
**Part of the GROW OUR OWN Program**  
**SCHOOL YEAR 2015-2016**

**PURPOSE:** This agreement is entered into between the TUCSON UNIFIED SCHOOL DISTRICT (TUSD) and (employee name) (employee#) for the purpose of defining both the TUSD’s and Employee’s rights and obligations arising out of Employee’s participation in the “Grow Your Own” MAKE THE MOVE to SPECIAL EDUCATION Intern Certification Teacher program (Program) in which TUSD provides a one-time signing bonus and tuition reimbursement.

**SIGNING BONUS:** A signing bonus of \$2500

**TUITION REIMBURSEMENT:** Not to exceed \$5000 over the course of two-years, in installments nor exceed \$5000 per individual per lifetime.

**TERM OF AGREEMENT:** This agreement is for the 2015-2016 through the 2018-2019 school years. All course obligations must be completed by the end of the 2016-2017 school year.

Year One: \$1000 stipend-Attend four support group sessions.

Year Two: \$1000 stipend- Completion of all coursework and attend two support group sessions.

Year Three: \$2000 stipend- Participate in a three year program completion interview and attend two support group sessions.

Year Four: \$1000 stipend- Attend two support group sessions

**TUSD’s OBLIGATIONS:**

1. **SIGNING BONUS:** TUSD agrees to pay a signing bonus of \$2500 for accepting a special education teaching position which begins in the 2015-2016 school year.
2. **TUITION REIMBURSEMENT:** TUSD agrees to reimburse the employee’s tuition expenses per semester, not to exceed \$5000 over the course of two years, for approved classes as defined below. Non-tuition expenses are not reimbursable. The employee understands that he/she forfeits all right to further tuition reimbursement, even for expenses already incurred but for which reimbursement has not yet been paid, in the event he/she separates from employment during the course of this Agreement.
2. **PAYMENT SCHEDULE:**
  - (a) Payment of the signing bonus will be in September of 2015.
  - (b) Payment for tuition expenses will be made after Employee submits Employee’s official transcript showing that Employee has completed an approved class with a grade of “C” or better. Additionally Employee must submit proof of the original payment to the Human Resource Department. The “Student Schedule/Bill” document from Pima Community College is considered proof of payment.
  - (c) Deadlines: Transcripts and original receipts of course fees are due at the end of each semester: fall deadline is January 30<sup>th</sup>; spring deadline is June 30<sup>th</sup>; and, summer deadline is September 30<sup>th</sup>.

**NOTE:** Because these monies are considered income, taxes will be deducted from the amount received.

3. **APPROVED CLASSES:** To be eligible for tuition reimbursement, classes must be those courses outlined in “Teacher Certification Program” for Special Education” from Pima Community College.
4. **CHANGES TO THE PROGRAM:** TUSD reserves the right to change or discontinue this program in successive years and agrees to notify Employee in a timely manner of any changes or plan to discontinue this program. There is no guarantee that this program will be continued in successive years.

**EMPLOYEE OBLIGATIONS:**

1. ENROLLMENT: Employee agrees to enroll in and complete the Pima Community College “Teacher Certification Program” for Special Education: Cross-Categorical Services within two-years of signing this agreement.
2. EMPLOYEE: Upon obtaining Provisional Special Education Mild Moderate-Disabilities (K-12) - certification, Employee agrees to teach as a special education teacher for TUSD for the agreed upon support years as defined below. Employee also agrees that for each of the support years, Employee will not seek a transfer out of special education.
3. SUPPORT YEARS: Employee agrees to teach for two years after earning Provisional Special Education Cross-Categorical certification.
4. Employee agrees that this Agreement controls over any Consensus Agreement or other agreement between the District and any employee organization or group, now or in the future.
5. DEFAULT: Unless otherwise provided in this Agreement, Employee agrees to fully repay the District for the one-time signing bonus and any tuition reimbursement paid to Employee if Employee does not complete the required number of support years in special education in the District under the terms and conditions specified in the is agreement. If Employee resigns or transfers from his/her current position before the completion of the required support years, Employee agrees to have the required payment deducted from a final paycheck or to arrange to repay the District in monthly installments.

**AMENDMENTS:** Any and all amendments to this Agreement must be in writing and signed by TUSD’s Human Resources Recruiter.

**CONFLICT RESOLUTION:** Disagreements between TUSD and Employee that arise out of this Agreement shall be referred to the Chief Human Resources Officer and/or his or her designee for final resolution, subject to the right of either party to enforce this Agreement in court.

**ENTIRE AGREEMENT:** This Agreement is the full and complete agreement between Employee and TUSD concerning the Make the Move to Special Education Intern Certification Teacher Program.

Signed and dated this \_\_\_\_ day of \_\_\_\_\_, 2015.

\_\_\_\_\_  
Printed Employee Name

\_\_\_\_\_  
Employee ID Number

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Administrator

\_\_\_\_\_  
Date



You're Invited  
Interested in the "Make the Move Pogram"

**"Make the Move" Information Session**  
Exceptional Education makes a difference! Come Join Us.

**December 9th, 2014**  
**Maroon Room, 1010 E. Tenth Street**  
**4:30pm-6:00pm**

RSVP : [TRACEY.MCGHEE@TUSD1.ORG](mailto:TRACEY.MCGHEE@TUSD1.ORG) | **TUSD**



The session will cover:  
Who is Eligible  
Application Process  
SPED Exam  
Study Group sessions

Shadowing a SPED Teacher  
Approval in the program  
Drop-in observations  
Pima Community College– Intern Program  
Stipends



# MAKE THE MOVE INFORMATION SESSION

## Agenda:

- Welcome and Introductions- Janet Rico Uhrig
- Who's eligible?-Tracey McGhee
- Application process- Tracey McGhee
- Shadowing a SPED teacher-Scott Hagerman
- Support group sessions- Scott Hagerman
- Study group sessions/Exam- Maura Clark Ingle
- Drop-In observations- Brenda Hanna, Alan Myklebust
- Approval in the program- Brenda Hanna, Alan Myklebust
- Three year program completion- Scott Hagerman
- Enroll in Pima Community College's Teacher Intern Program- Tirza Sanders
- Stipends/Review Contract- Janet Rico Uhrig

Questions????

<b>TUSD Representative</b>	<b>Ethnicity</b>
Tracey McGgee	African American
Tsuru Bailey- Jones	African American
Janet Rico Uhrig	Hispanic
Frank Armenta	Hispanic
Antasio Holley	African American
Herman House	African American
Melissa Molina Garcia	Hispanic
Frances Baneles	Hispanic
Clarice Clash	African American
Elaine House	African American
Antwan Robertson	African American
Vivian Baca	Hispanic
Luis Flores	Hispanic
Anna Maiden	White
Dr. Adrian Vega	Hispanic
Shannon Roberts	African American
Donna Johnson	White
Scott Hagerman	White
James Palacios	Hispanic
Robin Dunbar	African American
Timothy Shah-Grivois	White

## **Recruiter Statements**

Some of the comments from our hiring administrators cite improvements in our recruitment efforts. “At the fair I spoke to recent NAU graduates, future graduates, and graduate- teacher assistants of TUSD’s employment opportunities and highlighted why TUSD is a great school district and company to work for. During the fair I met many students from the following NAU colleges: Education, Science/Biology, Business, and Forestry. I also interviewed three candidates and offered two letters of intent; one music teacher and a substitute science teacher.” – TUSD Principal

“Tucson Unified School District office of Human Resources granted me the opportunity to attend the 2014 Fall Career Expo as an initiative to recruit and potentially hire some future educators. Janet Rico Uhrig and I worked in tandem as we communicated with over 30 plus individuals who were aligned to the education field. Those conversations were great, and information was provided to those who showed interest.” – TUSD Assistant Principal

“I personally suggest that the district provides another opportunity to participate in this Spring teaching specific expo. This will show students and the school career centers our commitment to their school and hiring their graduates” – TUSD Principal

“The highlights of the recruitment trip were meeting the many diverse students and graduates, and sharing my perspective on why TUSD is a great district. I felt proud as a spokesperson for TUSD. My interactions with possible employment candidates, other school districts, and companies provided me an opportunity to sharpen my communication and recruitment strategies. I utilized my first-hand experience as a principal in recruiting for Highly Qualified Teachers and support personnel for the district. Most rewarding and important, was the time listening and understanding the Director of Talent Acquisition, Recruitment and Retention’s passion to attract qualified and quality individuals to our district.” – TUSD Principal

“Both students and other organizations were impressed to know that TUSD would send a team so far to search for quality educators at Tuskegee. This speaks to the commitment and direction the district continues to head in. Again, thank you for the opportunity and please consider me again.” - TUSD Teacher

Teacher/Educational Fair	Location	Date	Ethnic Diversity*	NCTQ**	Letter of Intent	Ethnicity				
						AA	Anglo	Asian	Hisp	Native American
University of Maryland-College Park	College Park, MD	9/17-9/18/14	0.6	#14 SE	0					
Northern Arizona University	Flagstaff, AZ	9/24/14	0.56	#45 SE	3		2			1
University of Central Florida	Orlando, FL	9/24/2014	0.57	#11 SE	0					
HACU Conference	Denver, CO	10/4-10/6/14	HACU	NA	1					
Univ of Louisiana at Lafayette Fall Teacher Recruitment	Lafayette, LA	10/28/14		#34EE	0					
Louisiana State University Teacher Interviewing Day	Baton Rouge, LA	10/29/14		#360 EE	0					
Texas A&M University Education Career Fair	College Station, TX	11/10/14	HACU	#2 EE	0					
NABSE Conference	Kansas City ,MO	11/18-22/14	HBCU	NA	0					
La Cosecha Conference	Santa Fe, NM	11/18-22/14	NA	NA	1				1	
State of the State	Tucson,AZ	1/13/15	NA	NA	0					
Diversity Fair	Tucson, AZ	1/15/15	HBCU/HACU	NA	0					
TUSD Job Fair	Tucson, AZ	2/7/15		NA	5	2	2		1	
Tucson and So AZ Teacher Career Fair	Tempe, AZ	2/19/15	HACU		0					
U of A Reception	Tucson, AZ	3/4/15	0.56	#19SE	3	1	1		1	
TUSD Job Fair	Tucson, AZ	3/7/15			17					
West VA State Univ	Institute, VA	3/11/15	HBCU	#42 Sped	0					
Southern Arizona School District Job Fair	Tempe, AZ	3/19/15			0					
Nashville Area Teacher Recruitment Fair	Franklin, TN	3/31/15	HBCU	#1SE	1		1			
Tuskegee University	Tuskegee,AL	4/16/14	HBCU	Not reported	1	1				
Northern Arizona University NAU Spring 2015	Phoenix, AZ	4/16/15	0.56	#45SE	0					
The University of Arizona	Tucson , AZ	4/17/15	0.56	#19 SE	0					
New Mexico State University Educators Job Fair	Las Cruces, NM	4/20-21/15	HACU	#312 EE	11					
Great AZ Teach In	Glendale, AZ	4/25/15	NA	NA	1	1				
Western New Mexico University	Silver City, NM	5/4-5/15	HACU/HBCU	Not reported	0					
<b>Total 24</b>					<b>44</b>	<b>5</b>	<b>6</b>		<b>3</b>	

**\*Campus Ethnic Diversity Methodology**  
 College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider student-body diversity when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups. The data are drawn from each institution's 2012-2013 school year student body.

**\*\*NCTQ Teacher Prep Review 2014 Report Teacher Prep Review 2014** is the second edition of NCTQ's annual assessment of the nation's 2,400 teacher prep programs. The Review uncovers early evidence that teacher prep programs are beginning to make changes. It arrives at a time of heightened, unprecedented activity across the nation to improve teacher preparation.

Education:UE ;Elementary

**Recruitment Trip Locations****2011-12/2012-13/2013-14**

<b>Teacher/Educational Fair</b>	<b>Location</b>	<b>Date</b>	<b>Designation</b>
Baylor University	Waco Tx	3/6/2012	Undesignated
Cal State San Bernadino	San Bernadino Ca	3/7/12	HACU
New York: Central /Rochester / Buffalo	New York	3/26-3/30 2012	Undesignated
Nashville Area Teacher Recruitment	Nashville, Tenn	2/14/12	HBCU
CSU Dominguez	Long beach , Ca	4/20/12	HACU
New Mexico State	New Mexico	4/23 & 4/24, 2012	HACU
University of NM	New Mexico	4/25/12	HACU
Eastern New Mexico University	New Mexico	4/27/12	HACU
U of A Educational Career Day	Tucson	4/26/12	Undesignated
UCLA	Los Angeles, Ca	5/2/12	Undesignated
San Jose State	San Jose , Ca	4/10/12	HACU
University of Michigan- Teacher Recruitment Days	Michigan	4/10/12	Undesignated
Mid America Educators Fair- Northern ILL, ISU, EIU and Northeaster Ill Univ	Illinois	2/27-3/1/12	Undesignated
University of Missouri	Missouri	4/13/12	Undesignated
NAU	Flagstaff, AZ	3/7/12	Undesignated
University of Texas at Austin	Austin, TX	11/7/2012	HACU
Utah Teacher Fair North/Utah State University	Logan, Utah	3/21/13	Undesignated
Utah Teacher Fair South/ Brigham Young Univ	Logan, Utah	22-Mar-13	Undesignated
Hampton University Fall Career Fair	Hampton, VA	9/26/2013	HBCU
2013 Fall Career Fair & Graduate School Fair	Nashville, TN	10/1/2013	HBCU
Northern Arizona U	Flagstaff, AZ	10/9/2013	Undesignated
U of Southern Mississippi	Hattiesburg, MS	10/22/2013	Undesignated
U of Texas Austin	Austin, TX	10/29/2013	HACU
Fall Teacher Fair & Fall Educator Fair	San Marcos & San Antonio, TX	11/6/2013	HACU
National Alliance of Black School Educators	Detroit, MI	11/15/2013	HBCU
Nashville	Tennessee	2/11/2014	HBCU
Chicago State U	Chicago, IL	3/12/2014	HBCU
Colorado State	Pueblo, CO	4/10/2014	HACU
Oregon Professional Fair	Portland, OR	4/15/2014	Undesignated

**Recruitment Trip Locations**

**2011-12/2012-13/2013-14**

U of A	Tucson, AZ	4/29/2014	Undesignated
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Revised February 2015

# 2014 Teacher Prep Review

A REVIEW OF THE NATION'S TEACHER PREPARATION PROGRAMS

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Additional materials for NCTQ's *Teacher Prep Review* can be retrieved at: [www.nctq.org/teacherPrep/review2014](http://www.nctq.org/teacherPrep/review2014). This webpage provides access to a variety of materials, including more detailed findings by state, by standard and by individual program; resources for program improvement; rationales and scoring methodologies for each standard; and more information about outside advisory groups and expert evaluators.





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We recommend such a system to any organization or government agency set on improving its management through better measurement of operations. [UPD Consulting](#) of Baltimore, Maryland.





# NCTQ Teacher Prep Review 2014

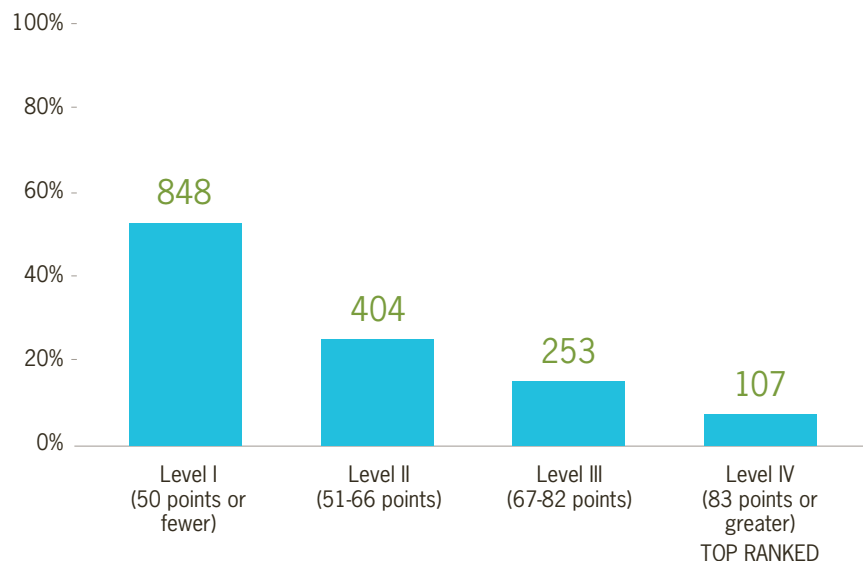
## Executive Summary

Ever so slowly, the United States is taking a harder look at how its teacher preparation schools are improving the quality of the teachers they produce.

The signs are everywhere — from proposed federal action to state legislatures and school boards passing new oversight laws and regulations, to a newly marshaled push for stronger accreditation by the institutions themselves. The country is finally waking up to the critical importance of improving teacher preparation quality to produce more classroom-ready teachers.

But as *NCTQ Teacher Prep Review 2014* shows, far more needs to be done to expand the pool of teachers properly prepared to meet the challenges of the contemporary American classroom. In the graphic below, the mountain of low achievers on the left overshadows the sliver of high achievers on the right, making the distribution resemble a steep dive more than a bell curve. Still, an upsurge in quality has begun. It is good news indeed to be able to report some movement, however spotty, given the many attempts to improve teacher preparation that never even got off the ground.

Fig. 1 Distribution of raw scores of elementary and secondary teacher preparation programs (N=1612)



This graph displays the raw scores of the 1,612 ranked elementary and secondary teacher preparation programs in the Review. The highest score is 121 on a 125-point scale. Fifty-three percent of programs fall within Level I in terms of performance ( $\leq 50$  on a 125-point scale).

## NCTQ Teacher Prep Review

The *Review 2014* builds on last year's report in several significant ways. First, it is bigger. The number of institutions whose programs we can evaluate on the core components of teacher preparation — selection, content preparation and practice teaching — has increased by almost 40 percent, to **836 institutions** housing at least one ranked program, compared with 608 institutions last year. The increase is due less to greater institutional cooperation than to our own efforts to secure course materials.

Next, we have discarded our system of *ratings* for a system of *rankings* to make it easier for users of our results to assess relative performance of programs in a crowded market. There are now both national rankings and regional rankings, out of consideration for aspiring teachers' tendency to attend teacher preparation programs relatively close to home.

Also this year, we include an analysis of alternative certification programs, a popular but poorly understood pathway into the classroom that supplies one of every five teachers in the United States. We begin this pilot effort with 85 programs not managed by any higher education institution also offering traditional programs, as these programs differ greatly from the traditional programs on which we focus much of our attention. Because alternative certification is particularly popular in Texas, one of the few states which permit for-profit companies to run programs, almost half of the sample providers are located in Texas. And in this first foray, we chose to evaluate secondary programs, as the original vision of alternative certification was to give high school students the benefits of teachers with talent and in-depth subject matter knowledge who chose not to go through an education school. The results of this analysis should put to rest concerns that NCTQ is attempting to dismantle traditional teacher preparation in favor of alternative approaches. If anything, our analysis of secondary programs shows that alternative certification is generally more broken than its traditional counterpart. These independent programs typically have very low admission standards, do not ensure that candidates are prepared to teach every subject to which they could be assigned, and provide insufficient support to candidates as they take on full-time teaching responsibilities. Only one was eligible for our highest mark: **Teach For America, Massachusetts.**

Finally, in response to suggestions from teacher educators and K-12 educators, we have made adjustments to several of our standards: selection criteria, classroom management and student teaching.

These changes have enabled NCTQ to take a closer, more definitive look at how teacher preparation programs are refining their efforts to raise the quality of their work and of the teachers they are sending into American classrooms.

These are among the key findings:

- Of the **1,668 programs** (housed in 836 institutions) ranked in the *Review*, only 26 elementary programs and 81 secondary programs make NCTQ's lists of Top Ranked programs. Seventeen states and the District of Columbia are without a Top Ranked program in either elementary or secondary education. There is much more work to do to ensure that future teachers are ready to lead the classroom when they graduate. Among the Top Ranked programs are 68 programs housed in public institutions that offer aspiring teachers an opportunity to enter the profession without overloading themselves with debt. Indeed, the fact that the Top Ranked list is dominated by institutions not traditionally considered elite or "high status" is telling. A number of programs worked hard and at lightning speed (within the context of the normal pace of higher education) to achieve Top Ranked status this year. **Ohio, Tennessee and Texas** — the last state the site of our first comprehensive statewide study on teacher prep in 2010 — are the three states with the most Top Ranked programs.
- Elementary programs continue to be far weaker than their secondary counterparts, with 1.7 times as many elementary programs as secondary programs found to be failing. Their poorer performance speaks to both the

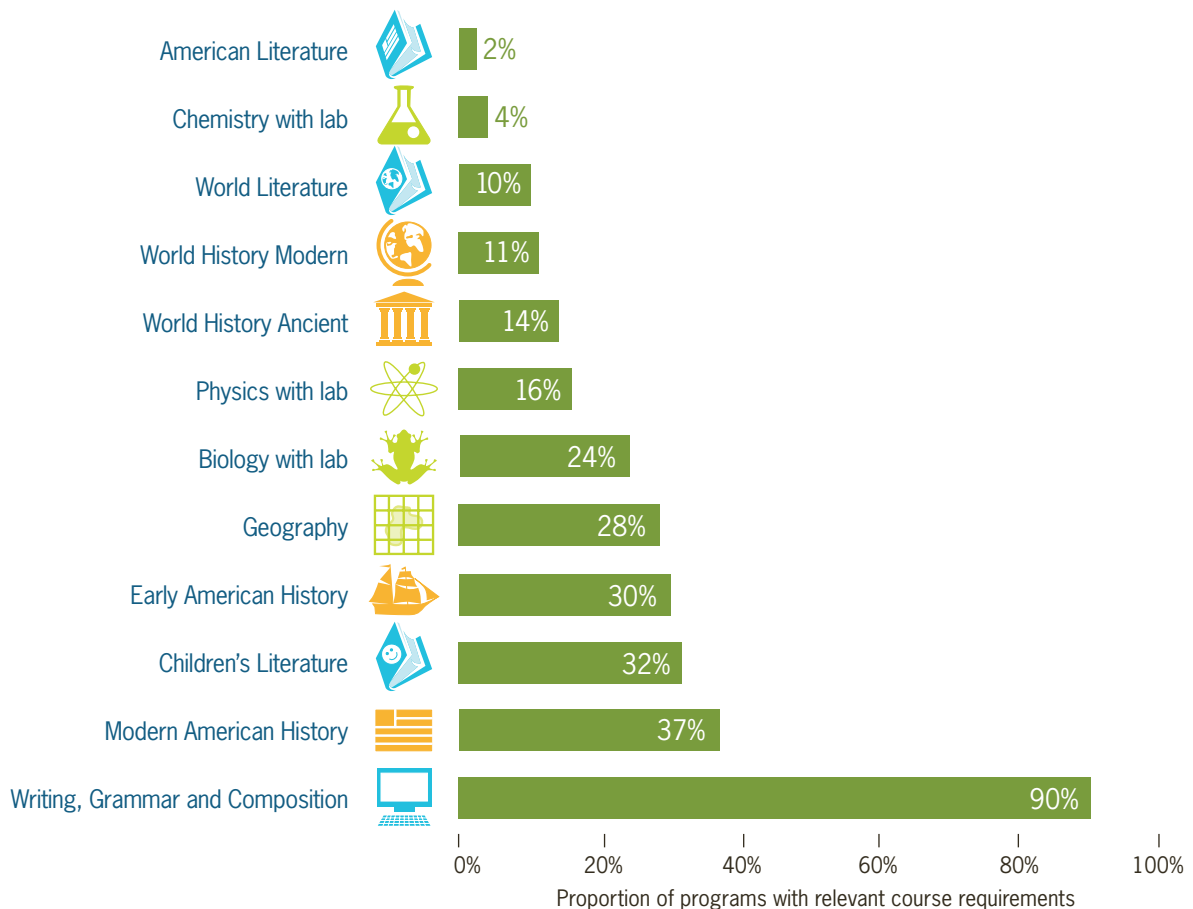




specialized training elementary teachers need and its continuing neglect. We are disheartened that the teacher education field continues to disregard scientifically based methods of reading instruction: coursework in just 17 percent of programs equips their elementary and special education teachers to use all five fundamental components of reading instruction, helping to explain why such a large proportion of American school children (30 percent) never learn to read beyond a basic level. (However, we are gratified to report that of programs choosing to submit materials to NCTQ for the second edition, 38 percent improved their score on the Early Reading Standard.)

- The field also maintains a scattershot approach to mathematics preparation: 23 states cannot boast a single program that provides solid math preparation resembling the practices of high-performing nations. Looking across 907 undergraduate and graduate elementary programs, nearly half (47 percent) fail to ensure that teacher candidates are capable STEM instructors: these programs' requirements for candidates include little or no elementary math coursework and the programs also do not require that candidates take a single basic science course (with most giving candidates free rein to choose from a long list of narrowly focused or irrelevant electives).
- District superintendents tell us that elementary teachers simply don't know the core subjects of the elementary curriculum. We think it's no wonder that there's a "capacity gap" given the lack of guidance given to candidates about the content foundation they need before they even begin professional training.

Fig. 2 Is Teacher Preparation "College and Career Ready"?  
(N=885 undergraduate elementary programs)



*New college and career ready student learning standards require broad content knowledge of elementary teachers. Yet few programs require teacher candidates to demonstrate upon admission (through either testing or coursework) that they will be able to meet these higher demands, something we term a very real and disturbing "Capacity Gap."*

## NCTQ Teacher Prep Review

- Three out of four programs fail even to insist that applicants be in the top half of the college-going population, a modest academic standard. One encouraging sign: nine institutions raised their admission standards after the release of the first edition of the *Review*. This issue is also being tackled at the state level, with two states — **Delaware** and **Rhode Island** — requiring their programs to raise the bar on admissions. The related situation of a low bar for performance will be addressed in more depth this fall, when NCTQ releases a new examination of how common it is for candidates to complete teacher preparation earning much higher grades than their peers on the same campus.
- 17 institutions had *both* an elementary and a secondary program on the lists of Top Ranked programs: **Arizona State University**, **CUNY-Hunter College** (NY), **Dallas Baptist University** (TX), **Eastern Connecticut State University**, **Fort Hays State University** (KS), **Gordon College** (MA), **Lipscomb University** (TN), **Miami University of Ohio**, **Montclair State University** (NJ), **Northwest Nazarene University** (ID), **Northwestern State University of Louisiana**, **Ohio State University**, **Southeastern Louisiana University**, the **University of Arkansas at Monticello**, the **University of Houston** (TX), the **University of Montana** and **Western Governors University** (UT).
- The proportion of programs that have all of the basic components in place for a strong student teaching experience fell to 5 percent from 7 percent last year, with performance suffering after an adjustment was made to correct a potential loophole in the methodology of evaluations in the *Review's* 2013 edition. Student teaching, which may be the most important element of teacher preparation, is the NCTQ standard that institutions struggle most to meet, particularly around ensuring that student teachers are placed with effective teachers.
- The most promising sign of progress is in the training teacher candidates receive in how to manage classrooms — an area that new teachers perennially describe as their most difficult challenge. Of the institutions that submitted new materials and asked to be rescored for this edition, 15 percent made important improvements to the guidance they give to their student teachers about how to set rules, how to minimize classroom disruption, and how to apply consequences to misbehavior fairly and effectively.

By applying the new ranking system for preparing teachers, NCTQ's *Review 2014* determined that **Dallas Baptist University** (TX) houses the top elementary program, while the top programs in the nation for training secondary teachers are at **Lipscomb University** (TN) and **Western Governors University** (UT), the latter of which had nearly perfect scores across the board and whose online training is accessible to any aspiring teacher in the nation. The commitment and focus on the part of these institutions, and indeed all of the institutions with Top Ranked programs, serves as a tremendous source of optimism that it is possible for all new teachers to receive the preparation needed to be classroom ready on day one.

*The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels to increase the number of effective teachers. In particular, we recognize the absence of much of the evidence necessary to make a compelling case for change and seek to fill that void with a research agenda that has direct and practical implications for policy. We are committed to transparency and increasing public awareness about the four sets of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions.*



## The Top of the Top Ranked Programs in each category are as follows:

### Elementary

1. **DALLAS BAPTIST UNIVERSITY** (undergraduate)
2. **TEXAS A&M UNIVERSITY** (undergraduate)
3. **OHIO STATE UNIVERSITY** (graduate)
4. **NORTHWESTERN STATE UNIVERSITY OF LOUISIANA** (tie; undergraduate)
4. **UNIVERSITY OF DAYTON** (tie; undergraduate)
4. **UNIVERSITY OF HOUSTON** (tie; undergraduate)
6. **LOUISIANA STATE UNIVERSITY** (undergraduate)
8. **EASTERN CONNECTICUT STATE UNIVERSITY** (tie; undergraduate)
8. **MIAMI UNIVERSITY OF OHIO** (tie; undergraduate)
10. **MCDANIEL COLLEGE** (tie; undergraduate)
10. **UNIVERSITY OF TEXAS AT AUSTIN** (tie; undergraduate)

### Secondary

1. **LIPSCOMB UNIVERSITY** (tie; undergraduate)
1. **WESTERN GOVERNORS UNIVERSITY** (tie; undergraduate)
3. **FORT HAYS STATE UNIVERSITY** (undergraduate)
4. **COLLEGE OF WILLIAM AND MARY** (tie; graduate)
4. **MONTCLAIR STATE UNIVERSITY** (tie; graduate)
5. **FURMAN UNIVERSITY** (tie; undergraduate)
5. **HENDERSON STATE UNIVERSITY** (tie; undergraduate)
5. **MIAMI UNIVERSITY OF OHIO** (tie; undergraduate)
5. **UNIVERSITY OF CALIFORNIA AT LOS ANGELES** (tie; graduate)
5. **UNIVERSITY OF HOUSTON** (tie; undergraduate)
5. **UNIVERSITY OF VIRGINIA** (tie; graduate)
8. **CUNY – HUNTER COLLEGE** (tie; graduate)
8. **EAST TENNESSEE STATE UNIVERSITY** (tie; undergraduate)
8. **MIAMI UNIVERSITY OF OHIO** (tie; graduate)
8. **UNIVERSITY OF CALIFORNIA – IRVINE** (tie; undergraduate)
8. **UNIVERSITY OF CALIFORNIA – SAN DIEGO** (tie; graduate)
8. **UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE** (tie; undergraduate)
8. **UNIVERSITY OF TENNESSEE** (tie; undergraduate)





# I. Introduction

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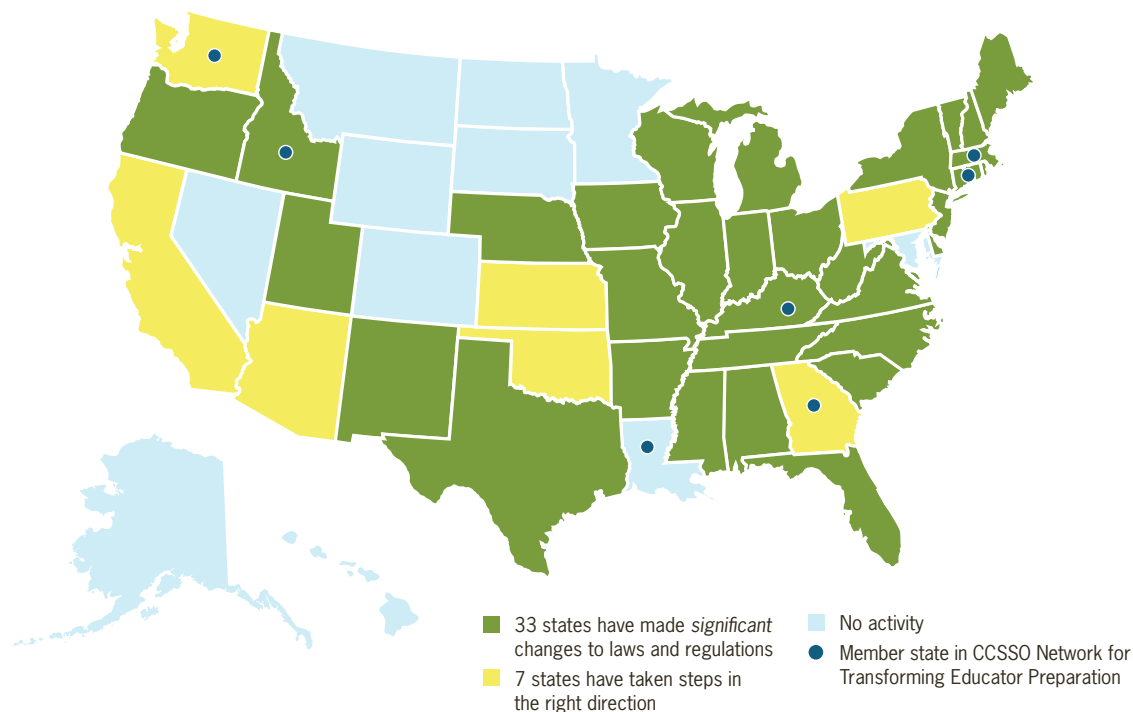
One year ago, NCTQ released the first edition of the *Teacher Prep Review*, sparking a national debate over how to improve what is at best a mediocre teacher preparation system in the United States. More than 1,000 news stories were published within 48 hours of the report's release. The report clearly struck a chord, shedding light on how much work needs to be done to give teachers the training they need to be classroom-ready upon graduation.

What happened after the media frenzy around the release died down is more important. The *Review* succeeded in moving to the top of the public agenda the need to reform teacher preparation as a way to strengthen our educational system. The drum beat was steady and persistent. A month after the *Review's* release, four California superintendents penned a passionate op-ed calling the *Review* "a roadmap for improvement." In September 2013, *New York Times* columnist Joe Nocera argued that teacher prep is precisely the reform movement on which people should be focused, followed just a month later by Bill Keller, who used our well-coined term "industry of mediocrity" as the title for his own op-ed about teacher preparation.

Teacher preparation has also become an agenda item for state school boards and legislatures, with 33 states passing significant new oversight laws or regulations and another seven states starting to make inroads over the last two years (see textbox on page 9). In addition, the Council of Chief State School Officers (CCSSO) is currently leading an initiative to help seven states develop stronger program approval standards. In terms of changes that have been achieved, Delaware and Rhode Island are standouts, both raising the bar of entry into the profession. It has been a refreshing turn of events, given that teacher preparation had been largely sidelined as an issue, even though the broader issue of teacher quality had been the "hot" topic in education reform for much of the decade.

## NCTQ Teacher Prep Review

Fig. 3 Big movement on the state teacher prep policy front



*In the last two years, 33 states made significant changes in teacher prep policy and another 7 states made minor policy changes. The level of activity is all the more noteworthy as there was almost no activity in at least the preceding six years, when NCTQ started tracking this issue. For example, in 2009 not a single state required elementary teacher candidates to pass a strong multi-subject content test that would not allow a high score in one subject to compensate for a low score in another. Now 19 states have adopted such a test.*

The Obama Administration has also acted, announcing in April 2014 its intention to beef up accountability measures for teacher preparation and restrict grant money only to high-performing programs. Education Secretary Arne Duncan noted, “Programs that are producing teachers where students are less successful, they either need to change or do something else, go out of business.”<sup>1</sup>

The Review did not fade quickly from public attention largely because it resonated with the experiences of many educators who felt their own preparation had failed them. Esther Cepeda, formerly a Chicago teacher specializing in bilingual education and now a columnist, asked “What other profession, effectively, tells its graduates that they can live on love?”<sup>2</sup> Maria Mendez, a Miami-Dade public school teacher, pointed out that “classrooms are changing; the teaching profession is changing and traditional teacher prep has done little to keep up.”<sup>3</sup>

The generally low ratings earned by most institutions in the first Review fueled an already tense relationship between NCTQ and much of the field of teacher education. A healthy and civil debate can and should be had about our methodology, including our data collection methods and our insistence that institutions cannot “opt out” of participating. So too should there be a public debate about the standards that form the basis of the Review, the research behind them, and whether they collectively capture what truly matters. NCTQ welcomes ongoing feedback about our approach from all interested parties, including, and especially, the higher education community.



## Improving teacher preparation is now a big priority for states

Although teacher effectiveness policies have dominated states' attention over the last few years, states are now turning their focus to teacher preparation policies. In fact, 33 states made significant improvements to their teacher preparation policies in the two-year period, 2011-2013.

- 8 states (**Alabama, Connecticut, Delaware, Indiana, Kentucky, New Jersey, New York** and **North Carolina**) made improvements that helped them to earn a full letter grade higher in the *2013 State Teacher Policy Yearbook* than in 2011.
- **Rhode Island** made so much progress that it improved by two full letter grades — from a D+ to a B+ — in that interval.

### What kind of changes are states making?

#### *Increased screening for entry into teacher preparation:*

- **29 states now require a test of academic proficiency as an entry requirement** for teacher preparation programs, up from 21 states in 2011.
- In **Delaware**, new legislation unanimously passed that raises the state's admission standards to the highest in the country, also strengthening standards and accountability requirements.
- **Rhode Island** adopted new standards for teacher preparation programs that require that each cohort or class of candidates scores in the top half and ultimately the top third of college entrance exam-takers.

#### *Improved testing of content knowledge:*

- **The District of Columbia and 18 states (Alabama, Arkansas, Connecticut, Delaware, Florida, Idaho, Indiana, Kentucky, Maine, New Hampshire, New Jersey, Rhode Island, South Carolina, Texas, Utah, Virginia, Vermont** and **West Virginia)** now require an elementary content test with separate passing scores for each core subject as a condition of licensure. In 2009, *not a single state* had such a requirement.
- **Iowa** now requires that middle and secondary teachers pass comprehensive content tests as a condition of licensure.

#### *Ensuring that teachers know how to teach early reading:*

- **17 states** now require assessments to ensure that elementary teacher candidates understand effective reading instruction. The new states are **California, Florida, Indiana, New Hampshire, New York, North Carolina, Ohio, West Virginia** and **Wisconsin**.

#### *Making the student teaching experience matter:*

- **32 states** now require the student teaching experience to be an adequate length, up from 29 in 2011. The new states are **Delaware, Georgia,** and **Missouri**.
- **5 states (Florida, Illinois, Massachusetts, Rhode Island** and **Tennessee)** now require that student teachers only be assigned to cooperating teachers who have been found to meet some measure of effectiveness, up from 2 in 2011.

#### *Setting measurable expectations for programs:*

In **North Carolina**, value-added data that connect student achievement data to preparation programs is now part of programs' report cards. Ten states now connect student achievement data to teacher preparation programs.

## NCTQ Teacher Prep Review



The model for NCTQ's *Teacher Prep Review* is the famous 1910 "Flexner Report" in which Abraham Flexner, a former school headmaster, rated all 155 medical schools in North America. His painstakingly graphic critiques pointed to massive problems. Ten years later, a third of such schools were closed or merged with other institutions. More important, a substandard system of medical training was transformed into the world's finest.

Nonetheless, the *Review's* overall finding that four out of five teacher preparation programs are weak or even failing has not come as a big surprise to most of us, including many teacher educators, even if our methodology was seen as wanting. As John Merrow of the PBS Newshour observed, "It's a little bit like going to the doctor for your physical and she says, 'oh you don't have to bother coming into the office. Just walk by my window.' In this case the patient, teacher education, is limping and coughing badly, and the doctor probably can say something is wrong."<sup>4</sup> In 2010, Nancy Zimpher, Chancellor of the State University of New York system, said that the teacher preparation field needed to be turned "upside down."<sup>5</sup> And Sharon Robinson, president of the American Association of Colleges for Teacher Education (AACTE), recently stated that "if we [teacher prep] weren't so embattled on all sides, I would have to be out there inciting its reform."<sup>6</sup>

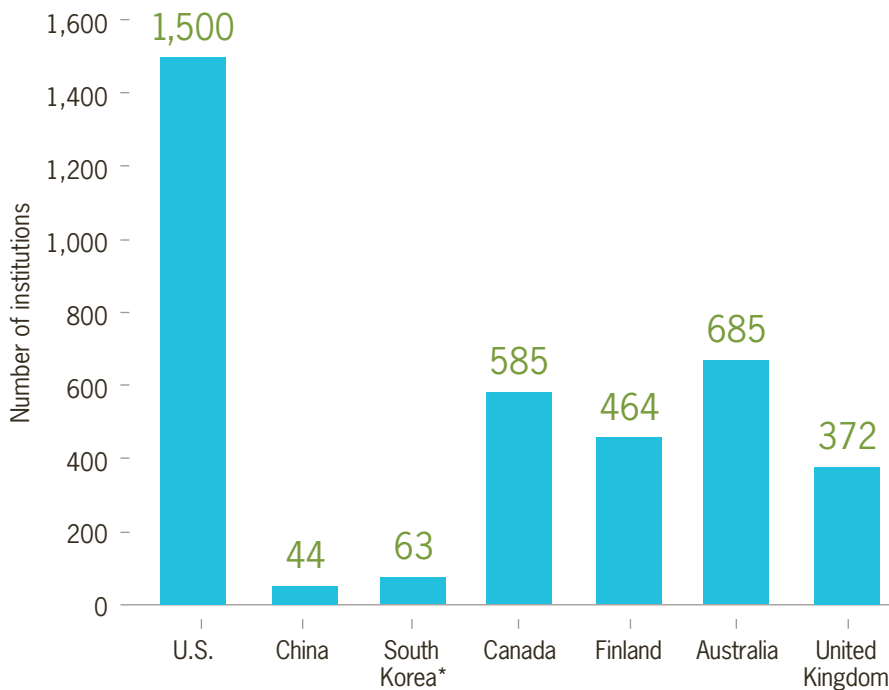
We recognize that the very elements that make the field so ill at ease with and ferocious in its criticism of NCTQ's *Review* also make this work so meaningful. Unlike any of the numerous past critiques of the field, NCTQ did not grant programs the luxury of anonymity. Following in the footsteps of Abraham Flexner, whose famous 1910 study of all 155 medical schools in North America revealed that all but one did a substandard job training doctors, the *Review* names names. Shining such a harsh spotlight on programs is highly motivating to them. But teacher educators understandably felt that the tactic opened them up to criticism that verged on the personal.

NCTQ believes that the more closely institutions look at NCTQ's methodology, the more they will see that we share much common ground. Our analyses of the root causes of the field's weaknesses and our proposed solutions are strikingly similar to their own assessments. To begin, there is general agreement that, as currently structured, the enormous size of the field makes it all but ungovernable. With just shy of 1,500 U.S. institutions of higher education (IHEs) housing an average of five relatively autonomous teacher preparation programs (one might even call them fiefdoms, so independent are their operations), there are simply too many institutions in the business of preparing teachers for *any* effort to enforce reasonable standards to succeed — unless we can fully engage the unparalleled power of the marketplace. Only by arming aspiring teachers and school districts with the knowledge necessary to distinguish among programs can the field be moved in the right directions.





Fig. 4 Number of distinct institutions preparing teachers for primary/secondary system, adjusted to the U.S. population



\* For South Korea, the number of institutions refers to elementary only. For sources see endnote #7.

*Even after adjusting for population differences, the U.S. generally has many times more institutions involved in teacher preparation than do other countries. For example, Canada has 60 percent fewer institutions per capita. NCTQ does not include 343 institutions in the Review because collectively they produce less than 1 percent of the nation's traditionally trained teachers — some of them graduating only a couple of teachers a year.*

Looking within our borders, the field of teacher education stands out for its poor governance. Other professional fields use a strong accreditation system to bring order to member institutions. In engineering, nursing, medicine, law and accounting, training institutions cannot be viable without accreditation, because their graduates simply would not be employable. Yet professional accreditation has not been able to gain a foothold in the field of teacher education. It may be the only field of professional study in which it is genuinely a matter of institutional choice, and not necessarily an attractive one, to seek accreditation.

In spite of herculean efforts over a period of two decades by NCATE<sup>9</sup> and TEAC<sup>10</sup> (the two recently merged teacher accreditation bodies) to make accreditation mandatory, more than half of all programs remain unaccredited. The fact that unaccredited institutions can attract students and those students are just as likely to get teaching jobs as those graduating from accredited institutions is a tremendous source of frustration in the field. The primary challenge for the new accrediting body CAEP<sup>11</sup> is to make accreditation relevant and

Though only about half as big in both land area and population, Singapore provides a useful comparison with New York City. That country relies on a single school of education to meet its demand for new teachers. New York City, on the other hand, hired its new teachers for the 2012-2013 school year from no fewer than 300 schools of education across the country.<sup>8</sup>

More than half of the teacher preparation programs in the U.S. currently lack professional accreditation, relying only on their college's or university's general – and insufficiently focused – accreditation status to certify their quality.

therefore highly desirable. Starting from such a low level of participation, CAEP's immediate path forward is a difficult one; but if it can make headway in the face of fierce criticism by some of the most important figures in the field, its long-term role could be secured.

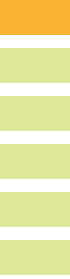
### **Finding common ground in other areas is harder, but not impossible.**

Many teacher educators and others from the higher education community do not believe that an organization like NCTQ, one that is outside the academy, should have the right to review programs within. We accept our share of responsibility for a relationship that has sometimes been contentious; our resolve to complete the *Review* has been relentless, and not always sufficiently sensitive. As outsiders, we do not always observe the academy's conventions, and that undoubtedly contributed to a mistrust of our motivations, particularly among leaders in the field who considered themselves in its vanguard, but whose programs may have received a low rating.

But it is important for these institutions to know that NCTQ believes deeply in a system of teacher preparation based primarily in higher education. We strive for the highest degree of accuracy and reliability in our evaluations and want to work collaboratively with the field to improve it.

Take the controversial issue of whom to allow into teacher preparation programs. All participants in this debate (including NCTQ at times) have tended to retreat into hardened positions, inflaming rather than resolving this sensitive and complex issue. Some emphasize the importance of intelligence and would limit how intelligence should be measured to a narrow band of college aptitude tests. Opposing arguments from others, at least taken to the only possible conclusion, appear to suggest that the smarter someone is, the less likely he or she is to love children and belong in teaching. Our own view, much evolved over time and nicely aligned with the new CAEP standards, is that teachers should be reasonably smart. However, after that threshold is passed, there doesn't seem to be much evidence that someone qualified to enroll at Harvard is going to be any better in the classroom than someone who has a solid B average and attends the local college.

Varying camps are also closer on the issue of analyzing the collective results of program graduates, as measured by student test scores, to assess program quality. Although we don't go as far as some critics who argue that such data are invalid, we believe that high-stakes decisions about programs cannot be made solely on the basis of test scores of graduates' students, any more than the data should be used alone for the purpose of evaluating K-12 teachers. For one thing, the statistical power of models using test score data can do



little more currently than identify the very best and the very worst programs, shedding little light on the mass of programs in the middle. But even more important, outcome data alone can't tell program personnel or regulators what they need to do to improve.

*Evaluating preparation programs based on student results is an important reform, but it is a limited reform, as most preparation programs achieve relatively similar statistical outcomes. We have evidence of what strategies work in educator recruitment, selection, and preparation. Comprehensive approaches will thus address not just statistical measurement but also the quality of what actually goes on in preparation programs day in and day out.*

– John White, Superintendent of Education  
Louisiana

### **“Ed reformers” and teacher educators: two sides of the same coin?**

What may not be appreciated is that our position runs counter to cherished beliefs found in our own tribe of the education reform movement. Although education reformers may welcome NCTQ's harsh critique of teacher preparation, they have tended not to share our position that formal teacher preparation *can* and *should* matter. Paradoxically enough, the fact that new teachers enter the classroom ill-prepared for what awaits them, while acknowledged by all as unfortunate, serves the political agenda of both teacher education and education reformers alike.

Both teacher educators and reformers tend to propose solutions that begin *after* the candidate has graduated and becomes the teacher of record (e.g., increasing supports, adding more professional development, and finding less challenging placements). Critics of teacher preparation argue that teaching can only be learned on the job, that learning loss and high attrition can perhaps be mitigated, but not much more.

For their part, a substantial portion of teacher educators believe it to be professionally irresponsible to use the time spent in preservice preparation to prepare the novice teacher for a seamless transition from student teacher to teacher of record. A majority of programs studiously avoid any content that suggests that their role is to “train” teacher candidates or to suggest that there is a right (or wrong) way to teach. Anything that might reduce a teacher's latitude and ability to make professional choices in the context of each unique classroom is off the table (which explains the aversion to focusing on any specific curricula). Anything that appears to be focused on training is perceived to increase the risk of a school of education being seen as a vocational entity. As one dean recently put it when talking about preparing teachers to teach to

The fact that new teachers enter the classroom ill-prepared for what awaits them serves the political agenda of both teacher education and education reformers alike.

“Airline pilots don’t say, ‘My first few years of flying I was a wreck.’ That needs to be gone from teacher preparation.”

– Deborah Loewenberg Ball,  
Dean School of Education,  
University of Michigan<sup>13</sup>

the Common Core State Standards: “We can teach awareness of the Common Core, but prepping kids to teach it moves into job-specific training, which is unrelated to teaching and learning in an academic sense... If we start doing that as teacher-educators, we’re no longer a profession.”<sup>12</sup>

The current dynamic between education reformers and teacher educators is fascinating because both serve the status quo of teacher preparation so well. They are, in effect, different sides of the same coin: the argument by reformers that the profession should be deregulated, allowing anyone with a college degree to teach, relies on the field of teacher education remaining chaotic and ungovernable, refusing to employ the very preparation methods that are likely to improve its impact. On the flip side, because there is now a widespread assumption that the general incompetence of first-year teachers is unavoidable, teacher educators are given license (particularly by state departments of education) to prepare teachers any way they please, regardless of effectiveness or lack thereof.

## What’s new in the *Teacher Prep Review*

This new edition of the *Review* arrives, considerably bigger and, we hope, more user friendly, with some important changes:

- Most notably, we have discarded our system of *ratings* for a system of *rankings*, to make it easier for users of our data to assess relative performance of programs in a crowded market. There are now both national rankings and regional rankings, out of consideration for aspiring teachers’ tendency to attend preparation programs relatively close to home. In addition to a program’s ranking, consumers can compare institutional performance on specific standards (e.g., early reading, classroom management). However, we have discarded the cumbersome stars system [★★★★, ★★★★★, ★★★★★, ★★★★★, ★★★★★, ★★★★★] of last year’s edition for the more efficient “Harvey balls” [●, ●, ●, ●, ○].
- The number of institutions whose programs we can evaluate on the core components of teacher preparation — selection, content preparation and practice teaching — has increased by almost 40 percent, from 608 institutions with rankable programs to 836 institutions. Unfortunately, for the most part this increase does not reflect an increase in institutional cooperation. We remain optimistic that we can continue to reverse that trend, with more institutions choosing to cooperate for the next edition.
- An important addition this year is our analysis of 85 secondary alternative certification programs. In general, alternate routes, now training one out of every five teachers in the United States, are a popular but poorly



understood pathway. Despite an intentionally different structure in which candidates learn “on the job” as teachers of record, such programs’ most fundamental features can be rated using much the same methodology as traditional programs. The results of this analysis as presented here should eliminate any speculation that NCTQ is out to dismantle traditional teacher preparation in favor of alternative preparation. If anything, our analysis shows that as a whole, alternative certification is more broken than its traditional counterpart.

- Due to many sensible suggestions from teacher educators, we have made adjustments to several of our standards: selection criteria, classroom management and student teaching. We hope that the productive exchanges of this type will become the norm in the future.

We are committed for the long haul to addressing the issue of poor teacher preparation. Problems that took many decades to create will not be fixed overnight. There are compelling reasons for teacher education to transform itself, in spite of the occasional blustery rhetoric to the contrary. Today’s model of teacher preparation leads to widespread dissatisfaction from public school educators, aggravates the poor regard in which the field is held, and, as a consequence, ramps up interference by outsiders. A sizeable percentage of teacher educators are dissatisfied, as well as frustrated, by the many failed but genuine attempts (including those from within) to introduce greater coherence. It remains to be seen how teacher education will be able to shift away from a model of preparation that no doubt helped some faculty thrive within the confines of the academy. However, by integrating classroom readiness with professional readiness, much of what has plagued the field could be mitigated.

The *Review* gains strength by giving prominence to the genuine success stories taking place in institutions that were previously unknown to some of us. The collective wisdom that teacher educators in these settings have to offer will ultimately transform the nation’s beleaguered system of teacher preparation, resulting in little reason for anyone to ever again hire an untrained teacher.

## NCTQ Standards for Teacher Prep Review 2014

### Standard 1: Selection Criteria.

The program screens for academic caliber when selecting teacher candidates.

Standard applies to: **Elementary**, **Secondary** and **Special Education** programs.

### Standard 2: Early Reading.

The program trains teacher candidates to teach reading as prescribed by increasingly rigorous state student learning standards.

Standard applies to: **Elementary** and **Special Education** programs.

### Standard 3: English Language Learners.

The program prepares elementary teacher candidates to teach reading to English language learners.

Standard applies to: **Elementary** programs.

### Standard 4: Struggling Readers.

The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure.

Standard applies to: **Elementary** programs.

### Standard 5: Elementary Mathematics.

The program prepares teacher candidates to successfully teach to increasingly rigorous state student learning standards for elementary math.

Standard applies to: **Elementary** and **Special Education** programs.

### Standard 6: Elementary Content.

The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to increasingly rigorous state student learning standards.

Standard applies to: **Elementary** programs.

### Standard 7: Middle School Content.

The program ensures that teacher candidates have the content preparation necessary to successfully teach to increasingly rigorous state student learning standards.

Standard applies to: **Secondary** programs.

### Standard 8: High School Content.

The program ensures that teacher candidates have the content preparation necessary to successfully teach to increasingly rigorous state standards for college and career readiness.

Standard applies to: **Secondary** programs.

### Standard 9: Content for Special Education.

The program ensures that teacher candidates' content preparation aligns with increasingly rigorous state student learning standards in the grades they are certified to teach.

Standard applies to: **Special Education** programs.

### Standard 10: Classroom Management.

The program ensures that teacher candidates practice specific techniques for managing the classroom.

Standard applies to: **Elementary**, **Secondary** and **Special Education** programs.

### Standard 11: Lesson Planning.

The program trains teacher candidates how to plan lessons that enhance the academic performance of all students.

Standard applies to: **Elementary** and **Secondary** programs.

### Standard 12: Assessment and Data.

The program trains teacher candidates how to assess learning and use student performance data to inform instruction.

Standard applies to: **Elementary** and **Secondary** programs.

### Standard 13: Equity.

The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.

Standard applies to: **Institutions**.

### Standard 14: Student Teaching.

The program ensures that teacher candidates have a strong student teaching experience.

Standard applies to: **Elementary**, **Secondary** and **Special Education** programs.

### Standard 15: Secondary Methods.

The program requires teacher candidates to practice instructional techniques specific to their content area.

Standard applies to: **Secondary** programs.

### Standard 16: Instructional Design for Special Education.

The program trains candidates to design instruction for teaching students with special needs.

Standard applies to: **Special Education** programs.

### Standard 17: Outcomes.

The program and institution collect and monitor data on their graduates.

Standard applies to: **Elementary**, **Secondary** and **Special Education** programs.

### Standard 18: Evidence of Effectiveness.

The program's graduates have a positive impact on student learning.

Standard applies to: **Elementary** and **Secondary** programs in institutions in states with adequate data models.

### Standard 19: Rigor. (Fall 2014)

The program holds teacher candidates to the same or a higher level of expectations regarding coursework and grading standards as that to which students in the rest of the institution are held.

Standard applies to undergraduate **Elementary**, **Secondary** and **Special Education** programs.



## II. Overall Findings

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### Rankings of elementary, secondary and special education programs

Overall, the *Review's* 2014 findings paint a grim picture of teacher preparation in the United States, but that is hardly surprising given that the nation is only beginning to tackle this issue in earnest. New laws and regulations are just going into effect. Even if more higher education institutions were favorably disposed to NCTQ's *Review*, they had only six months after the release of the first edition to react and make changes before our deadline for submitting new data for the second edition.

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**The NCTQ *Teacher Prep Review* evaluates what a program adds in the way of solid training — nothing more, nothing less. Low-ranked programs can, and indeed often do, graduate teachers who end up being effective, even superstars.**

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A number of new features of evaluation of traditional teacher preparation in *Review 2014* bear explanation.

#### **The findings are now presented in terms of rankings.**

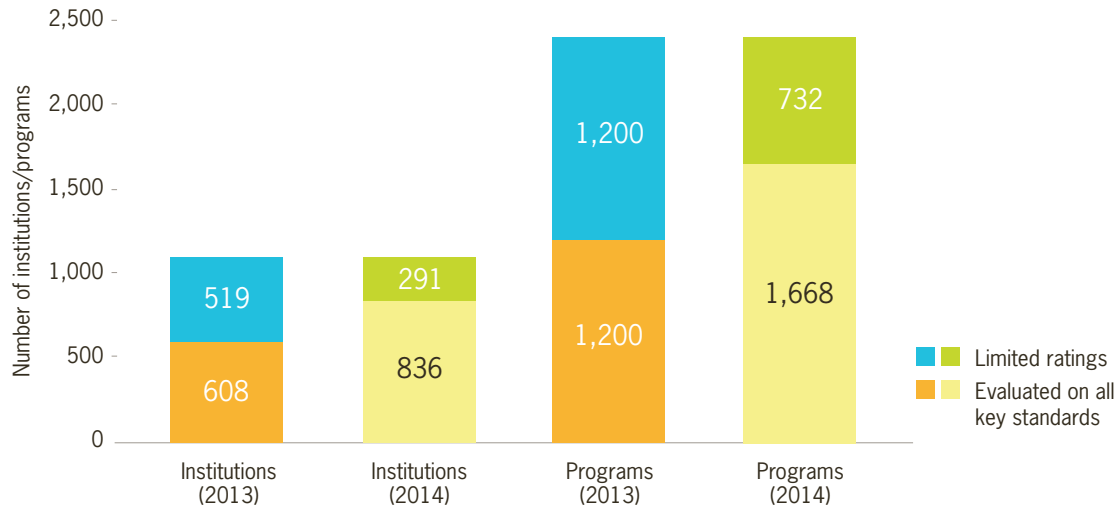
The *Teacher Prep Review* is intended to help the consumers of teacher preparation — aspiring teachers and school districts — make the best choices about which programs to patronize. By moving to rankings, we provide these consumers with an easy-to-understand system for determining which of the programs that they are considering will provide them with the greatest added value. A program's *ranking* is derived from its scores on our key standards (as was its *rating* last edition), but scores on additional “booster” standards can increase its ranking. We simply order the programs on how well they did. (Programs with the same underlying scores are awarded tied rankings.)

#### **The scope of the *Review's* evaluation has grown significantly.**

NCTQ's *Teacher Prep Review* was born big and keeps expanding. Covering every state and the District of Columbia, it provides at least some data on 2,400 elementary, secondary and special education programs housed in 1,127 institutions of higher education (“IHEs”). We've evaluated more programs on more standards in this edition, and we plan to continue to expand the scope of our evaluation until we have *fully* ranked all programs at all institutions.

## NCTQ Teacher Prep Review

Fig. 5 The Review's sample size is constant but the scope of its analysis is increasing



The 1,127 institutions housing 2,400 traditional teacher preparation programs that were established as the Review's sample in March 2011 have remained "the sample." As the graphic shows, in the second edition we have expanded our evaluations to include an increased number of standards evaluated for an increased number of programs.

### Although there are findings data on every institution in our lens, not every institution can be ranked.

Only programs evaluated on all of our "key standards," which address selection, content preparation, and practice teaching — the most important aspects of teacher training — are ranked. That we have been able to increase from 608 to 836 the number of institutions for which we can rank at least one program (an increase of 38 percent)<sup>14</sup> is no mean feat, given that many institutions remain reluctant to share course materials with us.<sup>15</sup> Programs that we cannot rank are still evaluated on how selective they are and how well they ensure that candidates know the subjects they will teach because the information we need is publicly available, including being posted in institutional catalogs.

A program's ranking can be improved by its scores on our "booster" standards. Because they can only add to the scores that determine a program's ranking, scores on booster standards encourage institutions to provide us with more information that we can use to paint a richer portrait of their training.





The graphic below provides a more fine-grained picture of the numbers of programs we evaluated this year on each standard. By any measure, our coverage of the field is substantial and growing. And although private institutions remain underrepresented in evaluations on many standards,<sup>16</sup> we have expanded the number of rankable private programs in this edition by a factor of 2.5 (from 255 to 628). That our overall results have changed little from the first edition even with this growth in coverage suggests that private institutions as a rule do not perform any better or worse than their public counterparts.<sup>17</sup>

**The growth of the number of private IHEs in the 2nd edition to well over twice the number in the 1st edition has not altered our original troubling conclusions.**

Programs at the top of the rankings require coursework and clinical practice that make their teacher graduates better prepared to handle classroom responsibilities *than they would have been without such preparation*.

A program's low ranking does not suggest that many of its graduates don't go on to become capable teachers. What the low ranking *does* suggest is that the program isn't adding sufficient value, so that someone who wants to become a teacher would be better off investing time and tuition dollars elsewhere. Undoubtedly, plenty of great teachers graduate from lower ranked or unranked programs, perhaps because of innate capabilities, perhaps because they are lucky enough to be assigned to a talented classroom mentor during student teaching. But in weak programs, such positive outcomes are happenstance, not the result of deliberative, highly-managed program delivery. When positive outcomes are random occurrences, a teacher candidate's path to competency is left largely to experiences in the classroom, the help of teacher colleagues, and the interventions of the school district.

Fig. 6 Guide to rankings and standard scores

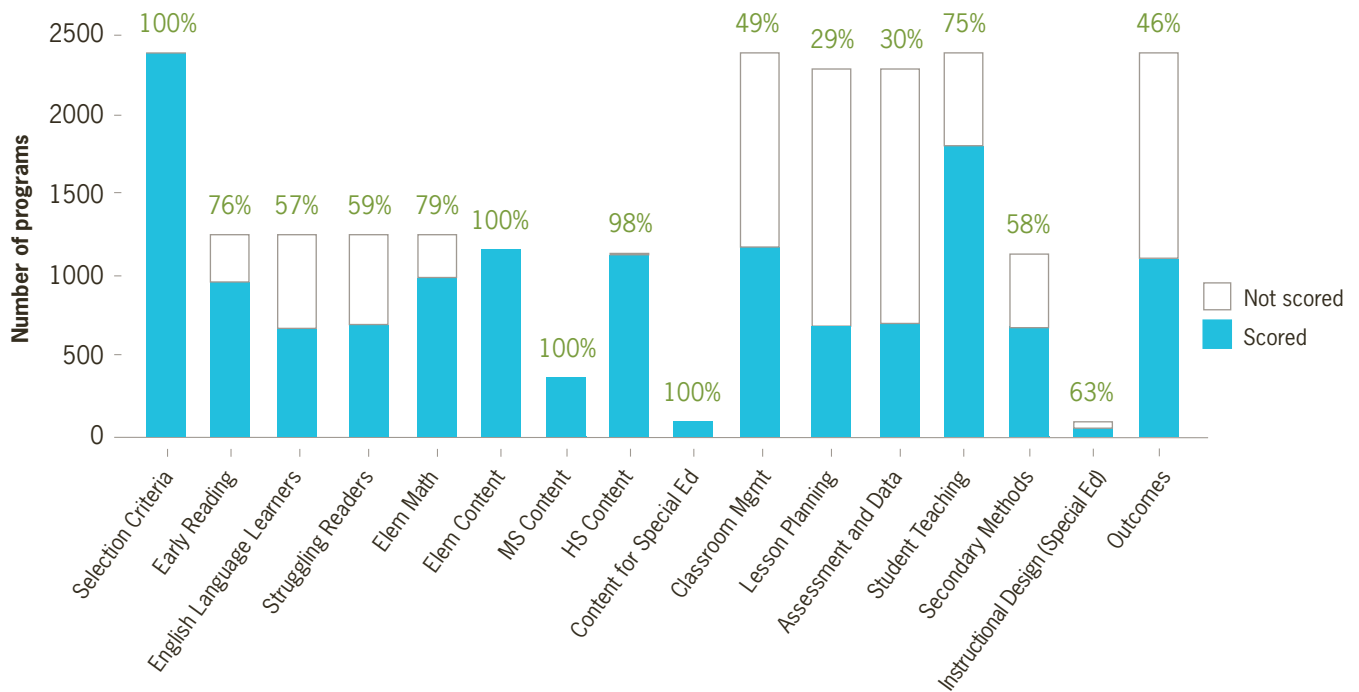
**NCTQ Teacher Prep Review Standards**  
(not in numeric order)

Program Type	Standard	Category
Elementary Teacher Prep Program	Selection criteria	Key standards
	Early reading	
	Elementary mathematics	
	Elementary content	
	Student teaching	Booster standards
	English language learners	
	Struggling readers	
	Classroom management	Not considered in ranking
	Outcomes	
	Lesson planning	
	Assessment and data	Reported
	Evidence of effectiveness	
	Equity	Not considered in ranking
Rigor (new in fall 2014)		
Secondary Teacher Prep Program	Selection criteria	Key standards
	Middle school content	
	High school content	
	Student teaching	
	Classroom management	Booster standards
	Secondary methods	
	Outcomes	
	Lesson planning	Not considered in ranking
	Assessment and data	
	Evidence of effectiveness	
Rigor (new in fall 2014)		
Special Education Teacher Prep Program	Selection criteria	Key standards
	Early reading	
	Elementary mathematics	
	Content for special education	
	Student teaching	
	Instructional design for special education	Booster standards
	Classroom management	
	Outcomes	Not considered in ranking
	Rigor (new in fall 2014)	

*This guide indicates which standards are applied to which programs and whether those standards are categorized as "key" or "booster."*

## NCTQ Teacher Prep Review

Fig. 7 What percent of programs in our sample were scored on a standard?



The size of the sample for each standard varies based on the type of program(s) to which it applies: elementary, secondary, and/or special education. Largely because many institutions will not share data with NCTQ, there is a wide range in our capacity to report findings about each of our standards. For instance, because we are unable to easily collect the materials needed to rate our **Assessment and Data** and **Equity** standards, they do not yet count towards a program's ranking. Over time, they will.

There are three categories of programs, in terms of our ability to rank them.

1. Only programs that have a score in the top half of all rankable programs are actually listed as "ranked" in the following pages. The Top Ranked programs have scores that set them apart from lower ranked programs.
2. Programs we could rank but that fell in the bottom half of rankings are labeled as "rank not reported" and are listed [here](#).
3. Programs that we could not rank because we could not obtain the necessary course materials are labeled "data insufficient to rank." They are listed [here](#).

For a listing by state of all programs in our sample that indicates their ranking status (ranked, rank not reported or data insufficient to rank), see [Appendix A](#).

Elementary

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
1	Dallas Baptist University	ug elem	TX	14	Gordon College	ug elem	MA
2	Texas A&M University	ug elem	TX	14	Lipscomb University	g elem	TN
3	Ohio State University	g elem	OH	14	Southeastern Louisiana University	ug elem	LA
4	Northwestern State University of Louisiana	ug elem	LA	14	Texas A&M University - Corpus Christi	ug elem	TX
4	University of Dayton	ug elem	OH	14	University of Arkansas at Monticello	ug elem	AR
4	University of Houston	ug elem	TX	16	Arizona State University	ug elem	AZ
6	Louisiana State University and Agricultural & Mechanical College	ug elem	LA	16	Northwest Nazarene University	ug elem	ID
8	Eastern Connecticut State University	ug elem	CT	16	Western Governors University	g elem	UT
8	Miami University of Ohio	ug elem	OH	18	Purdue University	ug elem	IN
10	McDaniel College	ug elem	MD	18	University of Colorado Boulder	ug elem	CO
10	University of Texas at Austin	ug elem	TX	18	University of Houston	g elem	TX
11	University of Delaware	ug elem	DE	19	Ball State University	ug elem	IN
12	Fort Hays State University	ug elem	KS	19	Delta State University	ug elem	MS
13	CUNY - Hunter College	ug elem	NY	22	Cedarville University	ug elem	OH
13	Montclair State University	ug elem	NJ	22	Elon University	ug elem	NC
13	University of Montana	g elem	MT	22	Johns Hopkins University	g elem	MD
				22	Southern Methodist University	ug elem	TX

Secondary

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
1	Lipscomb University	ug sec	TN	37	CUNY – Brooklyn College	g sec	NY
1	Western Governors University	ug sec	TN	37	Union University	ug sec	TN
3	Fort Hays State University	ug sec	KS	37	University of North Carolina at Wilmington	ug sec	NC
4	College of William and Mary	g sec	VA	41	Hope College	ug sec	MI
4	Montclair State University	g sec	NJ	41	Northwestern State University of Louisiana	ug sec	LA
5	Furman University	ug sec	SC	43	Ithaca College	ug sec	NY
5	Henderson State University	ug sec	AR	43	Marietta College	ug sec	OH
5	Miami University of Ohio	ug sec	OH	43	SUNY - Binghamton University	g sec	NY
5	University of Houston	ug sec	TX	43	University of Redlands	ug sec	CA
5	University of California at Los Angeles	g sec	CA	43	University of South Carolina - Columbia	ug sec	SC
5	University of Virginia	g sec	VA	43	Vanderbilt University	g sec	TN
8	CUNY – Hunter College	g sec	NY	43	Whitworth University	ug sec	WA
8	East Tennessee State University	ug sec	TN	50	East Tennessee State University	g sec	TN
8	Miami University of Ohio	g sec	OH	50	Eastern Connecticut State University	ug sec	CT
8	University of California - Irvine	ug sec	CA	50	Radford University	g sec	VA
8	University of California - San Diego	g sec	CA	50	University of Hartford	ug sec	CT
8	University of North Carolina at Asheville	ug sec	NC	50	University of Illinois at Urbana-Champaign	ug sec	IL
8	University of Tennessee	ug sec	TN	50	University of Minnesota - Morris	ug sec	MN
12	Austin Peay State University	ug sec	TN	50	University of Montana	g sec	MT
14	Northwest Nazarene University	ug sec	ID	56	Texas Southern University	ug sec	TX
14	University of Iowa	ug sec	IA	56	Tusculum College	ug sec	TN
15	James Madison University	g sec	VA	57	Ashland University	ug sec	OH
15	Virginia Commonwealth University	g sec	VA	57	Gustavus Adolphus College	ug sec	MN
15	Wright State University	g sec	OH	57	Gwynedd-Mercy College	ug sec	PA
17	Maryville College	ug sec	TN	57	Lebanon Valley College	ug sec	PA
17	University of North Carolina at Chapel Hill	g sec	NC	57	Marist College	ug sec	NY
19	Clemson University	ug sec	SC	57	Mills College	ug sec	CA
19	Mansfield University of Pennsylvania	ug sec	PA	57	Murray State University	ug sec	KY
19	Ohio State University	g sec	OH	57	North Carolina State University at Raleigh	ug sec	NC
19	University of Arizona	ug sec	AZ	57	Neumann University	ug sec	PA
23	Coe College	ug sec	IA	57	Ohio Wesleyan University	ug sec	OH
23	Indiana University - Bloomington	ug sec	IN	57	St. Edward's University	ug sec	TX
23	University of South Dakota	ug sec	SD	57	St. Olaf College	ug sec	MN
27	Arizona State University	ug sec	AZ	57	Tennessee Technological University	ug sec	TN
27	University of Arkansas at Monticello	ug sec	AR	57	University of Akron	ug sec	OH
28	CUNY – Hunter College	ug sec	NY	57	University of California – Berkeley	g sec	CA
28	Middle Tennessee State University	ug sec	TN	57	University of Minnesota – Duluth	ug sec	MN
28	Southeastern Louisiana University	ug sec	LA	57	University of Northwestern – St. Paul	ug sec	MN
28	University of Memphis	g sec	TN	57	University of Oklahoma	ug sec	OK
32	Bloomsburg University of Pennsylvania	ug sec	PA	57	University of Pittsburgh at Bradford	ug sec	PA
32	Clayton State University	g sec	GA	57	University of St. Thomas	ug sec	MN
32	College of Charleston	ug sec	SC	57	University of Tennessee – Martin	g sec	TN
32	Dallas Baptist University	ug sec	TX	57	William Jewell College	ug sec	MO
32	Gordon College	ug sec	MA	79	Kean University	g sec	NJ
32	University of Kentucky	ug sec	KY	79	Rider University	ug sec	NJ
37	Boise State University	ug sec	ID	79	Rowan University	ug sec	NJ



## Published Elementary Rankings

Programs whose performance is too low to be ranked are found in Appendix A.

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
1	Dallas Baptist University	ug elem	TX	47	Furman University	ug elem	SC
2	Texas A&M University	ug elem	TX	47	Georgia Southern University	ug elem	GA
3	Ohio State University	g elem	OH	47	Murray State University	ug elem	KY
4	Northwestern State University of Louisiana	ug elem	LA	47	University of Utah	ug elem	UT
4	University of Dayton	ug elem	OH	51	Colorado Christian University	ug elem	CO
4	University of Houston	ug elem	TX	51	Purdue University – Calumet	ug elem	IN
6	Louisiana State University and Agricultural & Mechanical College	ug elem	LA	51	University of Alabama in Huntsville	ug elem	AL
8	Eastern Connecticut State University	ug elem	CT	55	Austin Peay State University	ug elem	TN
8	Miami University of Ohio	ug elem	OH	55	East Tennessee State University	ug elem	TN
10	McDaniel College	ug elem	MD	55	Radford University	g elem	VA
10	University of Texas at Austin	ug elem	TX	55	SUNY – Fredonia	ug elem	NY
11	University of Delaware	ug elem	DE	55	University of Houston – Clear Lake	ug elem	TX
12	Fort Hays State University	ug elem	KS	60	Tarleton State University	ug elem	TX
13	CUNY – Hunter College	ug elem	NY	60	Tusculum College	ug elem	TN
13	Montclair State University	ug elem	NJ	60	University of Maryland – College Park	g elem	MD
13	University of Montana	g elem	MT	60	University of Nebraska – Lincoln	ug elem	NE
14	Gordon College	ug elem	MA	63	Arcadia University	ug elem	PA
14	Lipscomb University	g elem	TN	63	Christopher Newport University	g elem	VA
14	Southeastern Louisiana University	ug elem	LA	63	Coastal Carolina University	ug elem	SC
14	Texas A&M University – Corpus Christi	ug elem	TX	63	Houston Baptist University	ug elem	TX
14	University of Arkansas at Monticello	ug elem	AR	63	Loyola University Chicago	ug elem	IL
16	Arizona State University	ug elem	AZ	63	University of Kansas	ug elem	KS
16	Northwest Nazarene University	ug elem	ID	63	University of Virginia	g elem	VA
16	Western Governors University	g elem	UT	63	Whitworth University	ug elem	WA
18	Purdue University	ug elem	IN	71	College of William and Mary	g elem	VA
18	University of Colorado Boulder	ug elem	CO	71	Delaware State University	ug elem	DE
18	University of Houston	g elem	TX	71	Regent University	ug elem	VA
19	Ball State University	ug elem	IN	71	Towson University	ug elem	MD
19	Delta State University	ug elem	MS	71	University of Rhode Island	ug elem	RI
22	Cedarville University	ug elem	OH	71	William Carey University	ug elem	MS
22	Elon University	ug elem	NC	78	Alvernia University	ug elem	PA
22	Johns Hopkins University	g elem	MD	78	Bethel University	ug elem	MN
22	Southern Methodist University	ug elem	TX	78	Concord University	ug elem	WV
27	Minnesota State University – Mankato	ug elem	MN	78	Kutztown University of Pennsylvania	ug elem	PA
27	Northwestern Oklahoma State University	ug elem	OK	78	Louisiana Tech University	ug elem	LA
27	University of Memphis	ug elem	TN	78	Nicholls State University	ug elem	LA
27	Winthrop University	ug elem	SC	78	Texas A&M University – Texarkana	ug elem	TX
27	Wright State University	ug elem	OH	78	University of Alabama	ug elem	AL
32	Missouri State University	ug elem	MO	78	University of North Carolina at Chapel Hill	ug elem	NC
32	Neumann University	ug elem	PA	78	Wilmington University	ug elem	DE
34	Montana State University	ug elem	MT	88	St. John Fisher College	ug elem	NY
34	Salisbury University	ug elem	MD	88	Tennessee Technological University	ug elem	TN
34	University of Louisiana at Lafayette	ug elem	LA	88	University of California – Santa Barbara	g elem	CA
34	University of North Carolina at Wilmington	ug elem	NC	88	University of Texas at Arlington	ug elem	TX
37	Iowa State University	ug elem	IA	88	Wittenberg University	ug elem	OH
37	Longwood University	ug elem	VA	92	Brigham Young University – Idaho	ug elem	ID
37	Michigan State University	ug elem	MI	92	CUNY – Hunter College	g elem	NY
40	Boise State University	ug elem	ID	92	University of California – Berkeley	g elem	CA
40	Henderson State University	ug elem	AR	92	University of Vermont	ug elem	VT
40	Oklahoma Baptist University	ug elem	OK	92	University of Wisconsin – Eau Claire	ug elem	WI
40	University of Mississippi	ug elem	MS	97	Florida State University	ug elem	FL
44	University of Iowa	ug elem	IA	97	Oklahoma State University	ug elem	OK
44	University of Maryland – College Park	ug elem	MD	97	University of Florida	ug elem	FL
44	University of South Dakota	ug elem	SD	97	University of Minnesota – Morris	ug elem	MN

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National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
97	University of Oklahoma	ug elem	OK	144	Notre Dame of Maryland University	g elem	MD
97	University of Texas of the Permian Basin	ug elem	TX	144	Southeast Missouri State University	ug elem	MO
101	Flagler College	ug elem	FL	144	University of California – San Diego	g elem	CA
101	Mercyhurst University	ug elem	PA	144	Valdosta State University	ug elem	GA
101	St. Edward's University	ug elem	TX	155	Augsburg College	ug elem	MN
101	Texas Tech University	ug elem	TX	155	California State University – Dominguez Hills	ug elem	CA
101	University of North Carolina at Charlotte	g elem	NC	155	Chaminade University of Honolulu	ug elem	HI
101	University of St. Thomas	ug elem	MN	155	Knox College	ug elem	IL
101	Utah Valley University	ug elem	UT	155	Middle Tennessee State University	ug elem	TN
107	Auburn University	ug elem	AL	155	Minnesota State University Moorhead	ug elem	MN
107	Central Connecticut State University	ug elem	CT	155	North Central College	ug elem	IL
107	Florida State University	g elem	FL	155	SUNY – New Paltz	g elem	NY
107	SUNY – Oswego	ug elem	NY	155	University of Arizona	ug elem	AZ
107	University of Wyoming	ug elem	WY	155	University of Maryland – Baltimore County	ug elem	MD
113	Midwestern State University	ug elem	TX	155	Western Kentucky University	ug elem	KY
113	Monmouth University	ug elem	NJ	165	Brigham Young University	ug elem	UT
113	SUNY – Geneseo	ug elem	NY	165	CUNY – Brooklyn College	ug elem	NY
113	University of Washington – Seattle	g elem	WA	165	Emporia State University	ug elem	KS
117	Arkansas State University	ug elem	AR	165	Marietta College	ug elem	OH
117	Marywood University	ug elem	PA	165	Marist College	ug elem	NY
117	Mississippi University for Women	ug elem	MS	165	Northern State University	ug elem	SD
117	SUNY – New Paltz	ug elem	NY	165	Ohio Wesleyan University	ug elem	OH
117	University of Illinois at Chicago	ug elem	IL	165	Texas Lutheran University	ug elem	TX
117	University of Science and Arts of Oklahoma	ug elem	OK	165	University of Alaska Fairbanks	ug elem	AK
117	University of Wisconsin – Madison	ug elem	WI	165	University of Central Oklahoma	ug elem	OK
117	Utah State University	ug elem	UT	165	University of Georgia	ug elem	GA
117	Winona State University	ug elem	MN	165	University of Kentucky	ug elem	KY
125	Central Michigan University	ug elem	MI	165	University of New Orleans	g elem	LA
125	College of Charleston	ug elem	SC	165	University of Northwestern–St. Paul	ug elem	MN
125	Colorado State University – Pueblo	ug elem	CO	165	Widener University	ug elem	PA
125	Drexel University	ug elem	PA	181	CUNY – Lehman College	g elem	NY
125	Fort Lewis College	ug elem	CO	181	East Stroudsburg University of Pennsylvania	ug elem	PA
125	Luther College	ug elem	IA	181	Illinois State University	ug elem	IL
125	Southern Arkansas University	ug elem	AR	181	Morgan State University	ug elem	MD
125	SUNY – Binghamton University	g elem	NY	181	University of Akron	ug elem	OH
125	University of California – Davis	g elem	CA	181	University of Central Arkansas	ug elem	AR
125	University of Colorado Colorado Springs	ug elem	CO	181	University of Texas at El Paso	ug elem	TX
125	University of St. Francis	ug elem	IL	188	Cabrini College	ug elem	PA
125	University of Tennessee	ug elem	TN	188	Central Washington University	ug elem	WA
125	University of Wisconsin – La Crosse	ug elem	WI	188	East Carolina University	ug elem	NC
125	Virginia Commonwealth University	g elem	VA	188	Harding University	ug elem	AR
138	Anderson University	ug elem	IN	188	Lake Superior State University	ug elem	MI
138	Arizona State University	g elem	AZ	188	Lebanon Valley College	ug elem	PA
138	Saint Joseph's University	ug elem	PA	188	Marshall University	ug elem	WV
138	University of Nebraska Omaha	ug elem	NE	188	Maryville College	ug elem	TN
138	Virginia Polytechnic Institute and State University	g elem	VA	188	Northern Kentucky University	ug elem	KY
138	West Virginia Wesleyan College	ug elem	WV	188	Plymouth State University	ug elem	NH
144	Florida Gulf Coast University	ug elem	FL	188	Shippensburg University of Pennsylvania	ug elem	PA
144	Humboldt State University	ug elem	CA	188	Stephen F. Austin State University	ug elem	TX
144	Indiana University – Bloomington	ug elem	IN	188	Texas A&M International University	ug elem	TX
144	Kansas State University	ug elem	KS	188	University of California – Los Angeles	g elem	CA
144	King's College	ug elem	PA	188	University of Cincinnati	ug elem	OH
144	Lindenwood University	ug elem	MO	203	Aurora University	ug elem	IL
144	McNeese State University	ug elem	LA	203	Catholic University of America	ug elem	DC

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
203	Central State University	ug elem	OH	260	Claremont Graduate University	g elem	CA
203	College of New Jersey	ug elem	NJ	260	Frostburg State University	g elem	MD
203	Purdue University – North Central	ug elem	IN	260	Langston University	ug elem	OK
203	St. Mary's College of Maryland	g elem	MD	260	SUNY – Potsdam	ug elem	NY
203	Trinity Christian College	ug elem	IL	260	SUNY College at Cortland	g elem	NY
203	University of Texas at Tyler	ug elem	TX	260	University of North Carolina at Charlotte	ug elem	NC
212	Cairn University	ug elem	PA	260	University of Southern Mississippi	ug elem	MS
212	California State University – Chico	ug elem	CA	260	University of Texas at San Antonio	ug elem	TX
212	Capital University	ug elem	OH	260	University of West Georgia	ug elem	GA
212	College of Saint Rose	ug elem	NY	260	Virginia Wesleyan College	ug elem	VA
212	Creighton University	ug elem	NE	260	Wilson College	ug elem	PA
212	Indiana University of Pennsylvania	ug elem	PA	273	Alabama A&M University	g elem	AL
212	Roberts Wesleyan College	ug elem	NY	273	Baldwin Wallace University	ug elem	OH
212	Spring Arbor University	ug elem	MI	273	Caldwell College	ug elem	NJ
212	St. Cloud State University	ug elem	MN	273	Grand Valley State University	ug elem	MI
212	University of Louisiana at Monroe	ug elem	LA	273	Marian University Indianapolis	ug elem	IN
212	University of Louisville	ug elem	KY	273	Morehead State University	ug elem	KY
212	University of Missouri – St. Louis	ug elem	MO	273	Muskingum University	ug elem	OH
212	University of North Texas	ug elem	TX	273	National Louis University	ug elem	IL
212	University of Texas – Pan American	ug elem	TX	273	North Carolina A&T State University	ug elem	NC
212	Wayne State College	ug elem	NE	273	Old Dominion University	g elem	VA
212	Wesleyan College	ug elem	GA	273	Rockford College	ug elem	IL
229	Bethel College	ug elem	IN	273	University of Michigan – Ann Arbor	ug elem	MI
229	California State University – Bakersfield	ug elem	CA	285	Canisius College	ug elem	NY
229	Cumberland University	ug elem	TN	285	Cheyney University of Pennsylvania	ug elem	PA
229	Dakota State University	ug elem	SD	285	Elizabethtown College	ug elem	PA
229	East Central University	ug elem	OK	285	Fitchburg State University	g elem	MA
229	Eastern Kentucky University	ug elem	KY	285	Georgetown College	ug elem	KY
229	Elmhurst College	ug elem	IL	285	Indiana University – Purdue University Fort Wayne	ug elem	IN
229	Evergreen State College	g elem	WA	285	Linfield College	ug elem	OR
229	Ferris State University	ug elem	MI	285	Mississippi College	ug elem	MS
229	Lock Haven University of Pennsylvania	ug elem	PA	285	Northern Illinois University	ug elem	IL
229	Rider University	ug elem	NJ	285	Pennsylvania State University	ug elem	PA
229	University of Northern Colorado	ug elem	CO	285	Southern Utah University	ug elem	UT
229	University of Wisconsin – Stevens Point	ug elem	WI	285	University of Houston – Victoria	ug elem	TX
229	Vincennes University	ug elem	IN	285	University of South Carolina – Columbia	ug elem	SC
242	Baptist Bible College and Seminary	ug elem	PA	285	University of Toledo	ug elem	OH
242	Briar Cliff University	ug elem	IA	299	Carlow University	ug elem	PA
242	Dickinson State University	ug elem	ND	299	Eureka College	ug elem	IL
242	Drury University	ug elem	MO	299	Five Towns College	ug elem	NY
242	Eastern Illinois University	ug elem	IL	299	Illinois Wesleyan University	ug elem	IL
242	Eastern Michigan University	ug elem	MI	299	Indiana Wesleyan University	ug elem	IN
242	Gustavus Adolphus College	ug elem	MN	299	Lincoln University	ug elem	MO
242	Hope College	ug elem	MI	299	Lindsey Wilson College	ug elem	KY
242	North Carolina State University at Raleigh	ug elem	NC	299	Mary Baldwin College	ug elem	VA
242	North Carolina State University at Raleigh	g elem	NC	299	Seton Hall University	ug elem	NJ
242	Pennsylvania State University – Harrisburg	ug elem	PA	299	SUNY College at Old Westbury	ug elem	NY
242	Robert Morris University	ug elem	PA	299	Truman State University	g elem	MO
242	Shawnee State University	ug elem	OH	299	University of Montevallo	ug elem	AL
242	Temple University	ug elem	PA	299	Wilkes University	ug elem	PA
242	University of Evansville	ug elem	IN	312	California State University – Dominguez Hills	g elem	CA
242	University of New Mexico	ug elem	NM	312	Cardinal Stritch University	ug elem	WI
242	University of Pittsburgh at Bradford	ug elem	PA				
260	Augustana College	ug elem	IL				



National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
312	College of Saint Scholastica	ug elem	MN	360	Loyola University Maryland	g elem	MD
312	Colorado State University	ug elem	CO	360	Norfolk State University	ug elem	VA
312	Florida Agricultural and Mechanical University	ug elem	FL	360	Ohio University	ug elem	OH
312	New Mexico State University	ug elem	NM	360	Rutgers University – Camden	ug elem	NJ
312	Rowan University	ug elem	NJ	360	Sam Houston State University	ug elem	TX
312	Saint Xavier University	g elem	IL	360	Texas A&M University – Kingsville	ug elem	TX
312	Southeastern Oklahoma State University	ug elem	OK	360	University of Findlay	ug elem	OH
312	Syracuse University	g elem	NY	360	University of Georgia	g elem	GA
312	University of Minnesota – Twin Cities	g elem	MN	360	University of Nevada – Las Vegas	g elem	NV
312	Washington State University	g elem	WA	360	University of North Georgia (Gainesville State)	ug elem	GA
312	West Texas A&M University	ug elem	TX	360	University of South Alabama	ug elem	AL
327	Bloomsburg University of Pennsylvania	ug elem	PA	360	University of South Florida	ug elem	FL
327	Blue Mountain College	ug elem	MS	360	University of West Florida	ug elem	FL
327	Bowling Green State University	ug elem	OH	360	University of Wisconsin – Platteville	ug elem	WI
327	Florida International University	ug elem	FL	382	Concordia University St. Paul	ug elem	MN
327	Mansfield University of Pennsylvania	ug elem	PA	382	Gonzaga University	ug elem	WA
327	Maryville University of St. Louis	ug elem	MO	382	Hamline University	ug elem	MN
327	Meredith College	ug elem	NC	382	Heidelberg University	ug elem	OH
327	Mills College	ug elem	CA	382	Kent State University	ug elem	OH
327	North Greenville University	ug elem	SC	382	Metropolitan State University of Denver	ug elem	CO
327	Oregon State University	ug elem	OR	382	Quincy University	ug elem	IL
327	Pittsburg State University	ug elem	KS	382	Southern Illinois University Edwardsville	ug elem	IL
327	Southern Illinois University Carbondale	ug elem	IL	382	Stanford University	g elem	CA
327	SUNY College at Brockport	ug elem	NY	382	University of Houston – Downtown	ug elem	TX
327	University of Chicago	g elem	IL	382	University of Minnesota – Crookston	ug elem	MN
327	University of Nebraska at Kearney	ug elem	NE	382	University of Missouri – Columbia	ug elem	MO
327	University of Tennessee at Chattanooga	ug elem	TN	394	Alabama State University	ug elem	AL
327	University of Texas at Dallas	ug elem	TX	394	Arkansas Tech University	ug elem	AR
345	Armstrong Atlantic State University	ug elem	GA	394	Benedictine College	ug elem	KS
345	DePaul University	ug elem	IL	394	Berry College	ug elem	GA
345	East Tennessee State University	g elem	TN	394	Blackburn College	ug elem	IL
345	Long Island University – C. W. Post	ug elem	NY	394	California Lutheran University	g elem	CA
345	Louisiana State University – Alexandria	ug elem	LA	394	Framingham State University	ug elem	MA
345	Marian University	ug elem	WI	394	Georgia Southwestern State University	ug elem	GA
345	Mount Vernon Nazarene University	ug elem	OH	394	Midland University	ug elem	NE
345	Ohio Northern University	ug elem	OH	394	Oral Roberts University	ug elem	OK
345	Oklahoma Panhandle State University	ug elem	OK	394	Piedmont College	ug elem	GA
345	Simpson College	ug elem	IA	394	Rockhurst University	ug elem	MO
345	University of Tennessee – Martin	g elem	TN	394	Saginaw Valley State University	ug elem	MI
345	University of Virginia's College at Wise	ug elem	VA	394	Shippensburg University of Pennsylvania	g elem	PA
345	University of Wisconsin – River Falls	ug elem	WI	394	Union College	ug elem	NE
345	West Virginia University – Parkersburg	ug elem	WV	394	University of Arkansas at Little Rock	ug elem	AR
345	Western Carolina University	ug elem	NC	394	University of Colorado Denver	ug elem	CO
345	Western Washington University	ug elem	WA	394	University of South Florida St. Petersburg	ug elem	FL
360	Alice Lloyd College	ug elem	KY	394	University of Wisconsin – Superior	ug elem	WI
360	Appalachian State University	ug elem	NC	394	Worcester State University	ug elem	MA
360	Bridgewater State University	ug elem	MA				
360	Governors State University	ug elem	IL				
360	Indiana University – South Bend	ug elem	IN				
360	Indiana University – Purdue University Indianapolis	ug elem	IN				
360	Keuka College	ug elem	NY				
360	Louisiana State University – Shreveport	ug elem	LA				

## Published Secondary Rankings

Programs whose performance is too low to be ranked are found in Appendix A.

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
1	Lipscomb University	ug sec	TN	43	University of Redlands	ug sec	CA
1	Western Governors University	ug sec	UT	43	University of South Carolina – Columbia	ug sec	SC
3	Fort Hays State University	ug sec	KS	43	Vanderbilt University	g sec	TN
4	College of William and Mary	g sec	VA	43	Whitworth University	ug sec	WA
4	Montclair State University	g sec	NJ	50	East Tennessee State University	g sec	TN
5	Furman University	ug sec	SC	50	Eastern Connecticut State University	ug sec	CT
5	Henderson State University	ug sec	AR	50	Radford University	g sec	VA
5	Miami University of Ohio	ug sec	OH	50	University of Hartford	ug sec	CT
5	University of California at Los Angeles	g sec	CA	50	University of Illinois at Urbana – Champaign	ug sec	IL
5	University of Houston	ug sec	TX	50	University of Minnesota – Morris	ug sec	MN
5	University of Virginia	g sec	VA	50	University of Montana	g sec	MT
8	CUNY – Hunter College	g sec	NY	50	Winona State University	ug sec	MN
8	East Tennessee State University	ug sec	TN	56	Texas Southern University	ug sec	TX
8	Miami University of Ohio	g sec	OH	56	Tusculum College	ug sec	TN
8	University of California – Irvine	ug sec	CA	57	Ashland University	ug sec	OH
8	University of California – San Diego	g sec	CA	57	Gustavus Adolphus College	ug sec	MN
8	University of North Carolina at Asheville	ug sec	NC	57	Gwynedd–Mercy College	ug sec	PA
8	University of Tennessee	ug sec	TN	57	Lebanon Valley College	ug sec	PA
12	Austin Peay State University	ug sec	TN	57	Marist College	ug sec	NY
14	Northwest Nazarene University	ug sec	ID	57	Mills College	ug sec	CA
14	University of Iowa	ug sec	IA	57	Murray State University	ug sec	KY
15	James Madison University	g sec	VA	57	Neumann University	ug sec	PA
15	Virginia Commonwealth University	g sec	VA	57	North Carolina State University at Raleigh	ug sec	NC
15	Wright State University	g sec	OH	57	Ohio Wesleyan University	ug sec	OH
17	Maryville College	ug sec	TN	57	St. Edward's University	ug sec	TX
17	University of North Carolina at Chapel Hill	g sec	NC	57	St. Olaf College	ug sec	MN
19	Clemson University	ug sec	SC	57	Tennessee Technological University	ug sec	TN
19	Mansfield University of Pennsylvania	ug sec	PA	57	University of Akron	ug sec	OH
19	Ohio State University	g sec	OH	57	University of California – Berkeley	g sec	CA
19	University of Arizona	ug sec	AZ	57	University of Minnesota – Duluth	ug sec	MN
23	Coe College	ug sec	IA	57	University of Northwestern – St. Paul	ug sec	MN
23	Indiana University – Bloomington	ug sec	IN	57	University of Oklahoma	ug sec	OK
23	University of South Dakota	ug sec	SD	57	University of Pittsburgh at Bradford	ug sec	PA
27	Arizona State University	ug sec	AZ	57	University of St. Thomas	ug sec	MN
27	University of Arkansas at Monticello	ug sec	AR	57	University of Tennessee – Martin	g sec	TN
28	CUNY – Hunter College	ug sec	NY	57	William Jewell College	ug sec	MO
28	Middle Tennessee State University	ug sec	TN	79	Kean University	g sec	NJ
28	Southeastern Louisiana University	ug sec	LA	79	Rider University	ug sec	NJ
28	University of Memphis	g sec	TN	79	Rowan University	ug sec	NJ
32	Bloomsburg University of Pennsylvania	ug sec	PA	82	Arizona State University	g sec	AZ
32	Clayton State University	g sec	GA	82	Delaware State University	ug sec	DE
32	College of Charleston	ug sec	SC	82	Minnesota State University – Mankato	ug sec	MN
32	Dallas Baptist University	ug sec	TX	82	Minnesota State University – Mankato	g sec	MN
32	Gordon College	ug sec	MA	82	University of Georgia	g sec	GA
32	University of Kentucky	ug sec	KY	87	Christopher Newport University	g sec	VA
37	Boise State University	ug sec	ID	87	Dakota State University	ug sec	SD
37	CUNY – Brooklyn College	g sec	NY	87	Missouri University of Science and Technology	ug sec	MO
37	Union University	ug sec	TN	87	Northwestern Oklahoma State University	ug sec	OK
37	University of North Carolina at Wilmington	ug sec	NC	87	Ohio Northern University	ug sec	OH
41	Hope College	ug sec	MI	87	Southern Methodist University	ug sec	TX
41	Northwestern State University of Louisiana	ug sec	LA	87	Texas Tech University	ug sec	TX
43	Ithaca College	ug sec	NY	94	Oregon State University	g sec	OR
43	Marietta College	ug sec	OH	94	Purdue University – Calumet	ug sec	IN
43	SUNY – Binghamton University	g sec	NY	94	Saint Joseph's University	ug sec	PA

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National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
94	University of Arkansas	g sec	AR	152	Minnesota State University Moorhead	ug sec	MN
94	University of Cincinnati	ug sec	OH	152	Pennsylvania State University	g sec	PA
98	Georgia Southern University	g sec	GA	152	University of North Carolina at Wilmington	g sec	NC
98	Misericordia University	ug sec	PA	152	University of South Carolina – Columbia	g sec	SC
98	Valdosta State University	ug sec	GA	157	Fayetteville State University	g sec	NC
98	Valdosta State University	g sec	GA	157	Fitchburg State University	ug sec	MA
103	Alice Lloyd College	ug sec	KY	157	Indiana University – Bloomington	g sec	IN
103	Central Washington University	ug sec	WA	157	Kennesaw State University	ug sec	GA
103	Gonzaga University	ug sec	WA	157	Morgan State University	ug sec	MD
103	Long Island University – C. W. Post	ug sec	NY	157	Rutgers University – Newark	ug sec	NJ
103	Longwood University	ug sec	VA	157	Saginaw Valley State University	ug sec	MI
103	North Carolina A&T State University	g sec	NC	157	Shippensburg University of Pennsylvania	ug sec	PA
103	Northern State University	ug sec	SD	157	University of Kentucky	g sec	KY
103	St. Cloud State University	ug sec	MN	157	University of Science and Arts of Oklahoma	ug sec	OK
103	University of Texas – Pan American	ug sec	TX	157	University of Texas at Austin	ug sec	TX
103	University of Washington – Seattle	g sec	WA	157	Washington State University	ug sec	WA
113	Boise State University	ug sec	ID	170	Bowling Green State University	ug sec	OH
113	Georgia Southwestern State University	ug sec	GA	170	California State University – Long Beach	g sec	CA
113	Missouri State University	ug sec	MO	170	Carson–Newman University	ug sec	TN
113	Mount Vernon Nazarene University	ug sec	OH	170	CUNY – Lehman College	g sec	NY
113	Rutgers University – Camden	ug sec	NJ	170	Purdue University	g sec	IN
113	SUNY – Fredonia	ug sec	NY	170	Slippery Rock University of Pennsylvania	ug sec	PA
113	University of Alabama in Huntsville	ug sec	AL	170	University of Houston	g sec	TX
113	University of Maryland – College Park	ug sec	MD	170	University of Houston – Clear Lake	ug sec	TX
113	University of Mississippi	ug sec	MS	170	University of Michigan – Flint	ug sec	MI
113	University of Rhode Island	ug sec	RI	170	University of West Georgia	ug sec	GA
113	University of Wisconsin – River Falls	ug sec	WI	178	Arcadia University	ug sec	PA
113	Utah Valley University	ug sec	UT	178	Cedarville University	ug sec	OH
124	Old Dominion University	ug sec	VA	178	Concord University	ug sec	WV
124	Old Dominion University	g sec	VA	178	McDaniel College	g sec	MD
124	Otterbein University	ug sec	OH	178	Montana State University	ug sec	MT
127	Alabama A&M University	g sec	AL	178	University of Maryland – College Park	g sec	MD
127	Arkansas Tech University	ug sec	AR	178	University of Michigan – Dearborn	g sec	MI
127	Bridgewater College	ug sec	VA	178	University of Southern Mississippi	ug sec	MS
127	Chatham University	ug sec	PA	187	North Georgia College and State University	ug sec	GA
127	Cumberland University	ug sec	TN	187	North Georgia College and State University	g sec	GA
127	Drury University	ug sec	MO	187	University of Central Arkansas	ug sec	AR
127	Goucher College	ug sec	MD	187	University of Louisville	ug sec	KY
127	Johns Hopkins University	g sec	MD	187	University of Tennessee at Chattanooga	ug sec	TN
127	Kansas State University	ug sec	KS	187	University of Toledo	g sec	OH
127	Louisiana State University and Agricultural & Mechanical College	ug sec	LA	193	Alvernia University	ug sec	PA
127	Manhattanville College	ug sec	NY	193	Augsburg College	ug sec	MN
127	North Greenville University	ug sec	SC	193	Avila University	ug sec	MO
127	Pittsburg State University	ug sec	KS	193	Bethany College	ug sec	KS
127	Roberts Wesleyan College	ug sec	NY	193	Bethel University	g sec	MN
127	Seton Hall University	ug sec	NJ	193	Buena Vista University	ug sec	IA
127	SUNY College at Brockport	ug sec	NY	193	Cabrini College	ug sec	PA
127	Truman State University	g sec	MO	193	Carroll University	ug sec	WI
127	University of California – Irvine	g sec	CA	193	College of Saint Rose	ug sec	NY
127	University of Massachusetts – Lowell	g sec	MA	193	Concordia University Irvine	ug sec	CA
127	Wittenberg University	ug sec	OH	193	CUNY – Lehman College	ug sec	NY
147	Ball State University	ug sec	IN	193	East Central University	ug sec	OK
147	Georgia State University	g sec	GA	193	Faith Baptist Bible College and Theological Seminary	ug sec	IA
147	North Dakota State University	ug sec	ND	193	Houston Baptist University	ug sec	TX
147	University of Central Oklahoma	ug sec	OK	193	Marian University Indianapolis	ug sec	IN
147	Winthrop University	g sec	SC	193	Midwestern State University	ug sec	TX



National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
193	Newman University	ug sec	KS	265	Bridgewater State University	ug sec	MA
193	Northern Arizona University	ug sec	AZ	265	Columbia University	ug sec	NY
193	Rhode Island College	g sec	RI	265	Edinboro University of Pennsylvania	g sec	PA
193	SUNY – New Paltz	g sec	NY	265	Framingham State University	ug sec	MA
193	SUNY College at Oneonta	ug sec	NY	265	Frostburg State University	g sec	MD
193	Union Graduate College	g sec	NY	265	George Mason University	g sec	VA
193	University of California – Davis	g sec	CA	265	Lander University	ug sec	SC
193	University of Central Florida	ug sec	FL	265	Lesley University	ug sec	MA
193	University of Georgia	ug sec	GA	265	Loyola Marymount University	ug sec	CA
193	University of Mary Hardin – Baylor	ug sec	TX	265	Mercyhurst University	g sec	PA
193	Virginia Wesleyan College	ug sec	VA	265	Pennsylvania State University – Harrisburg	ug sec	PA
193	Widener University	ug sec	PA	265	Purdue University	ug sec	IN
221	College of New Jersey	ug sec	NJ	265	University of Minnesota – Twin Cities	g sec	MN
221	CUNY – York College	ug sec	NY	265	University of South Alabama	g sec	AL
221	Millersville University of Pennsylvania	ug sec	PA	265	University of Texas at Dallas	ug sec	TX
221	Pennsylvania State University	ug sec	PA	265	University of Texas of the Permian Basin	ug sec	TX
221	Purdue University – North Central	ug sec	IN	265	Utah State University	ug sec	UT
221	Sam Houston State University	ug sec	TX	265	Wright State University	g sec	OH
221	SUNY College at Cortland	g sec	NY	285	Albany State University	ug sec	GA
221	University of North Carolina at Charlotte	g sec	NC	285	Daytona State College	ug sec	FL
221	University of Vermont	ug sec	VT	285	Drexel University	ug sec	PA
230	Ashland University	g sec	OH	285	Emporia State University	ug sec	KS
230	Northwest University	ug sec	WA	285	Jones International University	g sec	CO
230	University of Dayton	ug sec	OH	285	Mercer University	ug sec	GA
230	University of Utah	ug sec	UT	285	Southern Connecticut State University	g sec	CT
235	Brigham Young University – Idaho	ug sec	ID	285	SUNY – Fredonia	g sec	NY
235	California State University – Northridge	ug sec	CA	285	University at Buffalo	g sec	NY
235	Cameron University	ug sec	OK	293	Florida State University	ug sec	FL
235	Indiana University of Pennsylvania	ug sec	PA	293	Florida State University	g sec	FL
235	Louisiana State University – Alexandria	ug sec	LA	293	Oklahoma State University	ug sec	OK
235	Montana State University Billings	ug sec	MT	293	Stanford University	g sec	CA
235	Oakland University	g sec	MI	293	University of Texas at Arlington	ug sec	TX
235	Southwest Minnesota State University	ug sec	MN	297	Augusta State University (Georgia Regents University Augusta)	ug sec	GA
235	SUNY – Geneseo	ug sec	NY	297	Berry College	g sec	GA
235	SUNY College at Old Westbury	ug sec	NY	297	Bradley University	ug sec	IL
235	University of Wisconsin – Stout	ug sec	WI	297	California State University – Fresno	g sec	CA
235	Westfield State University	g sec	MA	297	Calumet College of St. Joseph	g sec	IN
247	CUNY – Brooklyn College	ug sec	NY	297	Central College	ug sec	IA
247	Florida Agricultural and Mechanical University	ug sec	FL	297	Chestnut Hill College	ug sec	PA
247	Fort Valley State University	ug sec	GA	297	College of Saint Scholastica	ug sec	MN
247	Langston University	ug sec	OK	297	Concordia University St. Paul	ug sec	MN
247	Michigan State University	ug sec	MI	297	Converse College	ug sec	SC
247	Morehead State University	ug sec	KY	297	Eastern University	ug sec	PA
247	Northeastern State University	ug sec	OK	297	Florida Atlantic University	g sec	FL
247	University of Illinois at Urbana – Champaign	g sec	IL	297	Florida Gulf Coast University	ug sec	FL
247	University of Michigan – Ann Arbor	g sec	MI	297	Francis Marion University	ug sec	SC
247	Virginia State University	ug sec	VA	297	Freed–Hardeman University	ug sec	TN
247	Western Kentucky University	ug sec	KY	297	Immaculata University	ug sec	PA
259	Central State University	ug sec	OH	297	Indiana Wesleyan University	ug sec	IN
259	Delta State University	ug sec	MS	297	Long Island University – C. W. Post	g sec	NY
259	Eastern Kentucky University	ug sec	KY	297	Loras College	ug sec	IA
259	Middle Georgia State (Macon State) College	ug sec	GA	297	Manchester University	ug sec	IN
259	Tennessee State University	ug sec	TN	297	Mercer University	g sec	GA
259	University of Akron	g sec	OH	297	Missouri Western State University	ug sec	MO
265	Aquinas College	g sec	MI	297	Morningside College	ug sec	IA
265	Augusta State University (Georgia Regents University Augusta)	g sec	GA	297	Northeastern Illinois University	g sec	IL

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National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
297	Oakland City University	ug sec	IN	380	American University	ug sec	DC
297	Oklahoma Baptist University	ug sec	OK	380	Canisius College	ug sec	NY
297	Oklahoma Panhandle State University	ug sec	OK	380	Claremont Graduate University	g sec	CA
297	Palm Beach Atlantic University	ug sec	FL	380	DeSales University	ug sec	PA
297	Piedmont College	ug sec	GA	380	Edison State College	ug sec	FL
297	Reinhardt University	ug sec	GA	380	Plymouth State University	g sec	NH
297	Roanoke College	ug sec	VA	380	Texas A&M University	ug sec	TX
297	Robert Morris University	ug sec	PA	380	University of Colorado Denver	ug sec	CO
297	Saint Vincent College	ug sec	PA	389	Angelo State University	ug sec	TX
297	Siena College	ug sec	NY	389	Harding University	ug sec	AR
297	South Dakota State University	ug sec	SD	389	Keene State College	ug sec	NH
297	Southern Adventist University	ug sec	TN	389	Shawnee State University	ug sec	OH
297	Springfield College	ug sec	MA	389	Stony Brook University	ug sec	NY
297	St. Catherine University	g sec	MN	389	SUNY – Oswego	ug sec	NY
297	St. John Fisher College	ug sec	NY	389	University of California – Riverside	g sec	CA
297	SUNY – New Paltz	ug sec	NY	389	University of New Orleans	g sec	LA
297	Temple University	ug sec	PA	389	Western Carolina University	ug sec	NC
297	University of North Alabama	ug sec	AL	399	Bucknell University	ug sec	PA
297	University of the Cumberland	ug sec	KY	399	Cleveland State University	g sec	OH
297	University of Virginia's College at Wise	ug sec	VA	399	Northwest Missouri State University	ug sec	MO
297	Valparaiso University	g sec	IN	399	University of Colorado Boulder	ug sec	CO
297	West Texas A&M University	ug sec	TX	399	University of Louisville	g sec	KY
297	Wilkes University	ug sec	PA	399	William Carey University	ug sec	MS
297	Worcester State University	ug sec	MA	406	Athens State University	ug sec	AL
346	Chipola College	ug sec	FL	406	Briar Cliff University	ug sec	IA
346	Colorado State University	ug sec	CO	406	Cairn University	ug sec	PA
346	Indian River State College	ug sec	FL	406	Central Michigan University	ug sec	MI
346	Iowa State University	g sec	IA	406	Charleston Southern University	ug sec	SC
346	Kent State University	ug sec	OH	406	Concordia University Wisconsin	ug sec	WI
346	McNeese State University	g sec	LA	406	Grambling State University	ug sec	LA
346	SUNY College at Cortland	ug sec	NY	406	Hamline University	g sec	MN
346	University of Arizona	g sec	AZ	406	Heidelberg University	ug sec	OH
346	Western Carolina University	g sec	NC	406	Heritage University	ug sec	WA
356	Dixie State College of Utah	ug sec	UT	406	Holy Family University	g sec	PA
356	East Carolina University	ug sec	NC	406	Indiana University – Purdue University Fort Wayne	ug sec	IN
356	Elon University	ug sec	NC	406	Marian University	ug sec	WI
356	Lock Haven University of Pennsylvania	ug sec	PA	406	Miami Dade College	ug sec	FL
356	Missouri State University	g sec	MO	406	Moravian College	ug sec	PA
356	Nova Southeastern University	ug sec	FL	406	Mount Mercy University	ug sec	IA
356	Rutgers University – New Brunswick	g sec	NJ	406	National University	ug sec	CA
356	Salem State University	g sec	MA	406	Ohio Dominican University	ug sec	OH
356	Southern Illinois University Carbondale	ug sec	IL	406	Saint Leo University	ug sec	FL
356	University of California – Santa Cruz	g sec	CA	406	Southern Utah University	ug sec	UT
356	University of Southern Maine	ug sec	ME	406	St. Petersburg College	g sec	FL
356	West Chester University of Pennsylvania	ug sec	PA	406	SUNY – University at Albany	g sec	NY
368	Bemidji State University	g sec	MN	406	SUNY College at Brockport	g sec	NY
368	Catholic University of America	g sec	DC	406	University of Massachusetts – Amherst	g sec	MA
368	Clayton State University	ug sec	GA	406	University of New Hampshire	g sec	NH
368	Cleveland State University	ug sec	OH				
368	Gordon State College	ug sec	GA				
368	Michigan Technological University	ug sec	MI				
368	San Francisco State University	g sec	CA				
368	Southeast Missouri State University	ug sec	MO				
368	Texas A&M University – Texarkana	ug sec	TX				
368	University of California – Los Angeles	g sec	CA				
368	Vincennes University	ug sec	IN				

## NCTQ Teacher Prep Review

## Special Education Program Rankings

The sample of special education programs has been small for the first two editions of the *Review* but will be enlarged considerably in the *Review's* third edition.

Based on their scores on key and booster standards, the 55 ranked special education programs in the sample are listed below; special education programs for which “data were insufficient to rank” are listed [here](#). Note that the list below includes programs certifying special education teachers for the PK-12, elementary and secondary grade spans.

### Special Education Rankings

National ranking	INSTITUTION	Program	State	National ranking	INSTITUTION	Program	State
1	Arizona State University	ug sped	AZ	30	CUNY – Brooklyn College	g sped	NY
2	University of Washington – Seattle	g sped	WA	31	Saginaw Valley State University	g sped	MI
3	Elon University	ug sped	NC	32	Kent State University	ug sped	OH
3	CUNY– Hunter College	g sped	NY	32	Indiana University – Bloomington	g sped	IN
5	Delaware State University	ug sped	DE	34	CUNY – City College	g sped	NY
6	Illinois State University	ug sped	IL	34	George Mason University	g sped	VA
7	Western Washington University	ug sped	WA	36	University of Northern Iowa	ug sped	IA
8	Indiana University – Bloomington	ug sped	IN	38	University of Southern Mississippi	ug sped	MS
9	Purdue University – Calumet	ug sped	IN	39	East Stroudsburg University of Pennsylvania	ug sped	PA
10	William Carey University	ug sped	MS	40	Washington State University	g sped	WA
11	University of Central Florida	ug sped	FL	41	Northeastern State University	ug sped	OK
12	East Carolina University	ug sped	NC	42	Eastern Kentucky University	ug sped	KY
12	High Point University	ug sped	NC	42	West Virginia University	g sped	WV
14	University of Maryland – College Park	g sped	MD	44	Midway College	ug sped	KY
15	Old Dominion University	g sped	VA	45	Northern Arizona University	ug sped	AZ
16	Bloomsburg University of Pennsylvania	ug sped	PA	45	University of Vermont	g sped	VT
16	University of South Florida	ug sped	FL	47	Francis Marion University	g sped	SC
18	Vincennes University	ug sped	IN	47	University of Arizona	g sped	AZ
18	University of Louisville	g sped	KY	49	University of Washington – Tacoma	g sped	WA
20	Fitchburg State University	g sped	MA	50	SUNY - College at Buffalo	ug sped	NY
21	SUNY – Geneseo	ug sped	NY	50	CUNY - Queens College	g sped	NY
21	West Chester University of Pennsylvania	ug sped	PA	52	Arkansas State University	g sped	AR
21	Southern Connecticut State University	g sped	CT	53	University of Nevada – Las Vegas	g sped	NV
24	Keene State College	ug sped	NH	54	Western Kentucky University	g sped	KY
24	Mississippi University for Women	ug sped	MS	55	California State University – Dominguez Hills	g sped	CA
26	Anderson University	ug sped	IN	55	University of Alaska Anchorage	g sped	AK
27	Bowling Green State University	ug sped	OH				
29	University of New Mexico	g sped	NM				

Program guide: ug sped = undergraduate special education; g sped = graduate special education



### Non-cooperating institutions

Birmingham Southern College	AL	Thomas More College	KY	Carroll College	MT
Concordia College – Selma	AL	Union College	KY	Salish Kootenai College	MT
Miles College	AL	Louisiana College	LA	University of Great Falls	MT
Samford University	AL	Our Lady of Holy Cross College	LA	Barton College	NC
University of Mobile	AL	Southern University at New Orleans	LA	Belmont Abbey College	NC
John Brown University	AR	Assumption College	MA	Campbell University	NC
Ottawa University – Phoenix	AZ	Bay Path College	MA	Guilford College	NC
Alliant International University	CA	Boston College	MA	Lenoir-Rhyne College	NC
California Baptist University	CA	Boston University	MA	Mars Hill College	NC
Dominican University of California	CA	Brandeis University	MA	Methodist University	NC
Hope International University	CA	Cambridge College	MA	North Carolina Wesleyan College	NC
Mount Saint Mary's College	CA	Clark University	MA	Pfeiffer University	NC
Albertus Magnus College	CT	Eastern Nazarene College	MA	Saint Andrews Presbyterian College	NC
Quinnipiac University	CT	Elms College	MA	Salem College	NC
Saint Joseph College	CT	Emmanuel College	MA	Wake Forest University	NC
University of Bridgeport	CT	Endicott College	MA	Wingate University	NC
University of New Haven	CT	Harvard University	MA	Jamestown College	ND
Howard University	DC	Merrimack College	MA	Sitting Bull College	ND
Trinity Washington University	DC	Mount Holyoke College	MA	Concordia University	NE
Barry University	FL	Northeastern University	MA	Doane College	NE
Clearwater Christian College	FL	Simmons College	MA	Hastings College	NE
Florida Memorial University	FL	Smith College	MA	Antioch University New England	NH
University of Tampa	FL	Stonehill College	MA	Southern New Hampshire University	NH
Covenant College	GA	Stevenson University	MD	Bloomfield College	NJ
Emmanuel College	GA	Washington College	MD	Centenary College	NJ
Toccoa Falls College	GA	Bates College	ME	College of Saint Elizabeth	NJ
Brigham Young University – Hawaii	HI	Husson University	ME	Felician College	NJ
Clarke University	IA	Saint Joseph's College of Maine	ME	Georgian Court University	NJ
Cornell College	IA	University of New England	ME	Saint Peters College	NJ
Dordt College	IA	Albion College	MI	Alfred University	NY
Drake University	IA	Alma College	MI	Bank Street College of Education	NY
Graceland University – Lamoni	IA	Andrews University	MI	Bard College	NY
Grand View University	IA	Baker College	MI	Barnard College	NY
Iowa Wesleyan College	IA	Calvin College	MI	College of Mount Saint Vincent	NY
Northwestern College	IA	Concordia University – Ann Arbor	MI	College of New Rochelle	NY
Saint Ambrose University	IA	Cornerstone University	MI	Daemen College	NY
Upper Iowa University	IA	Madonna University	MI	Dominican College of Blauvelt	NY
Wartburg College	IA	Marygrove College	MI	Elmira College	NY
William Penn University	IA	Olivet College	MI	Fordham University	NY
Erikson Institute	IL	University of Detroit Mercy	MI	Hobart William Smith Colleges	NY
Kendall College	IL	College of Saint Benedict	MN	Houghton College	NY
Trinity International University	IL	Concordia College at Moorhead	MN	Iona College	NY
Butler University	IN	Crown College	MN	Long Island University – Brooklyn Campus	NY
Franklin College	IN	Saint Mary's University of Minnesota	MN	Long Island University – Riverhead	NY
Goshen College	IN	Walden University	MN	Long Island University – Rockland Campus	NY
Saint Josephs College	IN	Central Methodist University – College of Liberal Arts & Science	MO	Long Island University-Westchester Campus	NY
Saint Mary-of-the-Woods College	IN	College of the Ozarks	MO	Manhattan College	NY
Saint Mary's College	IN	Columbia College	MO	Mercy College	NY
Taylor University	IN	Evangel University	MO	Metropolitan College of New York	NY
University of Indianapolis	IN	Saint Louis University – Main Campus	MO	Nazareth College	NY
University of Saint Francis – Ft Wayne	IN	University of Missouri – Kansas City	MO	New York Institute of Technology	NY
Friends University	KS	Washington University in St Louis	MO	New York University	NY
Southwestern College	KS	Webster University	MO	Nyack College	NY
Sterling College	KS	Westminster College	MO	Pace University	NY
Asbury College	KY	William Woods University	MO	Saint Josephs College – Main Campus	NY
Kentucky Christian University	KY	Millsaps College	MS	Saint Thomas Aquinas College	NY
Kentucky Wesleyan College	KY	Tougaloo College	MS		
Pikeville College	KY				

## NCTQ Teacher Prep Review

## Non-cooperating institutions

St. Francis College	NY	Thiel College	PA	Our Lady of the Lake University – San Antonio	TX
St. Lawrence University	NY	University of Pittsburgh – Johnstown	PA	Prairie View A & M University	TX
St. John's University – New York	NY	University of Scranton	PA	Rice University	TX
The Sage Colleges	NY	Valley Forge Christian College	PA	St Marys University	TX
Touro College	NY	Villanova University	PA	Texas Christian University	TX
Union Graduate College	NY	Washington & Jefferson College	PA	Texas Wesleyan University	TX
Utica College	NY	Waynesburg University	PA	University of St Thomas	TX
Wagner College	NY	Westminster College	PA	University of the Incarnate Word	TX
Antioch University McGregor	OH	York College Pennsylvania	PA	Westminster College	UT
Bluffton University	OH	Brown University	RI	Averett University	VA
College of Mount St Joseph	OH	Roger Williams University	RI	Hampton University	VA
Franciscan University of Steubenville	OH	Salve Regina University	RI	Lynchburg College	VA
John Carroll University	OH	Columbia College	SC	Marymount University	VA
Lourdes College	OH	Augustana College	SD	Shenandoah University	VA
Malone University	OH	Mount Marty College	SD	University of Richmond	VA
Notre Dame College	OH	Oglala Lakota College	SD	Virginia Intermont College	VA
The College of Wooster	OH	University of Sioux Falls	SD	College of St. Joseph	VT
University of Rio Grande	OH	Belmont University	TN	Saint Michael's College	VT
Urbana University	OH	Christian Brothers University	TN	City University of Seattle	WA
Ursuline College	OH	King College	TN	Pacific Lutheran University	WA
Walsh University	OH	Lee University	TN	Saint Martin's University	WA
Wilmington College	OH	Lincoln Memorial University	TN	Seattle Pacific University	WA
Xavier University	OH	Martin Methodist College	TN	Walla Walla University	WA
Southern Nazarene University	OK	Milligan College	TN	Alverno College	WI
University of Tulsa	OK	South College	TN	Edgewood College	WI
Eastern Oregon University	OR	Tennessee Wesleyan College	TN	Lakeland College	WI
George Fox University	OR	Trevecca Nazarene University	TN	Lawrence University	WI
Willamette University	OR	Abilene Christian University	TX	Maranatha Baptist Bible College	WI
Cedar Crest College	PA	Baylor University	TX	Marquette University	WI
Gannon University	PA	Concordia University Texas	TX	Saint Norbert College	WI
Geneva College	PA	East Texas Baptist University	TX	Viterbo University	WI
Grove City College	PA	Hardin-Simmons University	TX	Wisconsin Lutheran College	WI
Juniata College	PA	Howard Payne University	TX	Fairmont State University	WV
Messiah College	PA	Huston-Tillotson University	TX	Wheeling Jesuit University	WV
Muhlenberg College	PA	LeTourneau University	TX		
Point Park University	PA	Lubbock Christian University	TX		
Saint Francis University	PA	McMurry University	TX		



## III. Findings by Standard

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Findings for alternative certification programs are located in Section IV of this report.

This year's findings focus on what is new and different in *NCTQ Teacher Prep Review 2014* compared with the findings from last year's edition.

A wealth of extensive background and supporting information is readily available:

- For terms used in the *Review*, a [glossary](#) provides definitions.
- For each of our standards, we've developed a [rationale](#) that lays out the support found in research and other sources.
- For more detail on findings for any standard, including call-outs of exemplary programs and more detailed information on the graphics included in this section, see the individual [findings report](#) for each standard.
- For information on how to improve program quality relevant to our standards, consult our new "[Standards Guidance](#)."
- For more about how programs are scored on any standard, including how individual indicators are satisfied, see the [scoring methodology](#).
- For examples of model materials on a variety of standards, see the [resources section](#).

### How did programs that submitted new materials for the second edition fare?

In spite of the widespread resistance to the *Review*, 118 institutions submitted new data for evaluation on one or more standards. These institutions have often taken considerable pains to orient themselves to the nature and framing of our standards.<sup>18</sup>

It is too early to expect significant changes in the field, but the following table on evaluations of the programs submitting new data for the second edition<sup>19</sup> contains promising news.<sup>20</sup>

## NCTQ Teacher Prep Review

How institutions that submitted new materials fared in *Review 2014*

Standard	Number of programs	↑ Scores that went up		↓ Scores that went down		↔ Scores that stayed the same	
		Count	Percentage	Count	Percentage	Count	Percentage
Selection criteria*	201	57	28%	4	2%	140	70%
Early reading	122	46	38%	17	14%	58	48%
English language learners	104	15	15%	10	10%	79	76%
Struggling readers	104	15	15%	8	8%	81	78%
Elementary math	98	12	12%	2	2%	84	86%
Elementary content	96	11	11%	7	7%	78	81%
Middle school content	33	0	0%	0	0%	33	100%
High school content	62	7	11%	0	0%	55	88%
Special education content	14	1	7%	2	14%	11	79%
Classroom management*	130	71	55%	21	16%	38	29%
Assessment and data	140	76	54%	4	3%	60	43%
Student teaching*	232	80	35%	26	11%	126	54%
Secondary methods	50	6	12%	0	0%	44	88%
Instructional design for special education	6	3	50%	0	0%	3	50%
Outcomes	58	10	16%	0	0%	48	83%

\* Standard and/or scoring also changed

Programs made the most significant improvements in two standards: **Early Reading** and **Assessment and Data**. Scores in two other standards (**Classroom Management** and **Student Teaching**) present a more mixed improvement than the figures in the table suggest, but still demonstrated tangible gains.





## Standard 1: Selection Criteria

### Standout State! Pennsylvania

Half of the 156 programs (51 percent) evaluated in **Pennsylvania** meet the **Selection Criteria Standard** because they choose to hold to the tougher of the two admissions options permitted by the state and require a minimum 3.0 GPA. The corresponding national figure is 22 percent.

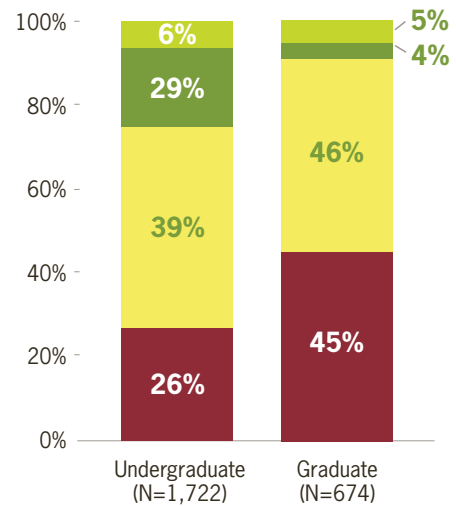
Thirty-five percent of programs at the undergraduate level and nine percent of programs at the graduate level meet this standard.

The **Selection Criteria Standard** evaluates whether candidates in teacher preparation programs have the academic aptitude to be effective instructors. In evaluating this standard we look at admissions requirements to determine if they help ensure that programs are drawing from the top half of the college-going population. In the first edition of the *Review*, at the undergraduate level we looked to see if programs require that prospective teachers have above average SAT or ACT scores, or at least a 3.0 grade point average (GPA); at the graduate level, we looked for the requirement of a 3.0 or higher GPA paired with either an audition or a score on the same type of standardized test used generally in graduate education.

### Achieving Diversity

One of the ways to earn “Strong Design” on this standard is to meet the academic criteria in this standard while successfully recruiting a diverse population of teacher candidates, exceeding the minority enrollment for the institution at large at the undergraduate level, or the diversity of the state’s teachers at the graduate level. This year, 91 programs earned Strong Design, slightly up from 86 last year, because they hold to high academic expectations of teacher candidates without sacrificing diversity. The [findings report](#) for the Selection Criteria Standard lists these programs.

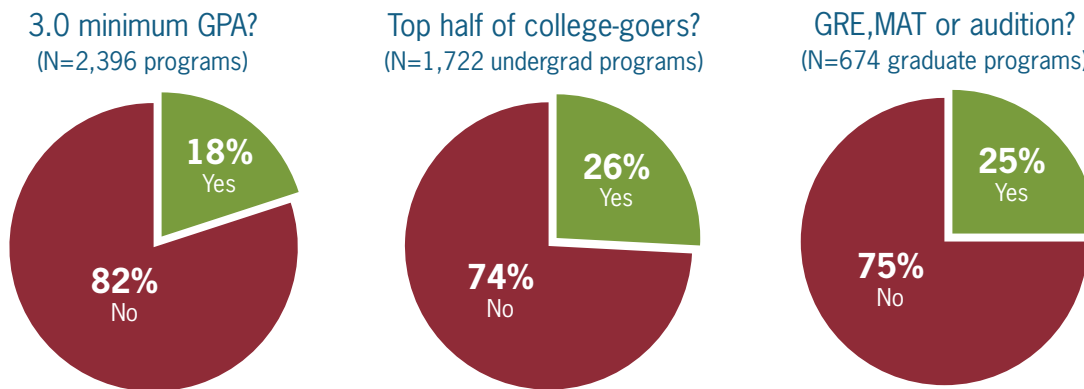
Fig. 8 Distribution of scores on Standard 1: Selection Criteria (N=2,396 elementary, secondary and special education programs)



- Likely drawing almost all candidates from the top half of students, and meets one or more Strong Design indicators, including achieving a high level of diversity.
- Likely drawing almost all candidates from the top half of students.
- May be drawing candidates from the top half of students.
- (zero) Unlikely to be drawing more than a few candidates from the top half of students.

## NCTQ Teacher Prep Review

HOW MANY PROGRAMS TRIP UP



When the results of *Teacher Prep Review 2013* were released, deans at several programs suggested that we allow them to demonstrate program selectivity that might not be evident from these criteria by instead attesting to the high average GPA at admission of their successful applicants. This suggestion made sense and accordingly we have added an indicator to the standard to that effect, allowing an average cohort GPA of 3.3 or above to satisfy the standard. This average GPA *must* be computed on the grades of applicants before they enter teacher preparation, since the average GPA of teacher candidates when it is based solely or largely on education coursework is very high. (We will discuss the phenomenon of high grades in teacher preparation coursework in a report that will be issued in fall 2014.)

In response to this added indicator, 41 programs (31 undergraduate and 10 graduate) provided evidence that the average pre-admission GPA of their most recent cohort of candidates was 3.3 or above, thereby satisfying this standard (for undergraduate programs) and partly satisfying it (for graduate programs).<sup>21</sup> The average GPAs provided by programs ranged from 3.3 to 3.8, with an average across all 25 programs of 3.38.

Following the release of *Teacher Prep Review 2013*, nine institutions moved swiftly to raise their admission standards: All now require that applicants to teacher preparation programs have a GPA of 3.0 or above. These institutions are: **Ball State University** (IN), **Delta State University** (MS), **Eastern Connecticut State University**, **Montclair State University** (NJ), **University of Massachusetts-Dartmouth**, **Wagner College** (NY), **Plymouth State University** (NH), **University of Memphis** (TN), and **Western Governors University** (UT).

## Standard 2: Early Reading

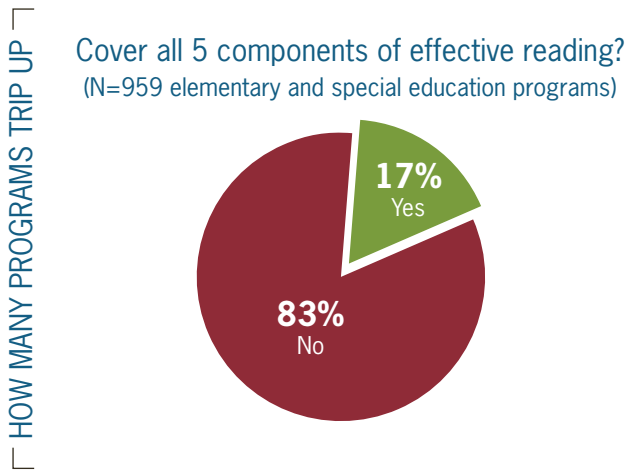
### Standout State! Louisiana

Every one of the 11 **Louisiana** programs evaluated on the **Early Reading Standard** “nearly meets” or “meets” the standard because of a 2001-2010 statewide “redesign” of teacher preparation that established a high floor for reading instruction. The corresponding national figure is 34 percent.

This standard is based on the findings of the landmark National Reading Panel (2000) report. The standard simply requires that candidates be provided coursework with adequate instruction in each of the five components of effective reading instruction, with at least two lectures dedicated to each component and an assignment in each to determine teacher



candidate understanding. Yet 14 years after the release of the National Reading Panel's authoritative delineation of these five components, and with more than half of the states (26) passing regulations that require programs to teach this approach to reading instruction, fully 56 percent of programs do not meet this low bar.

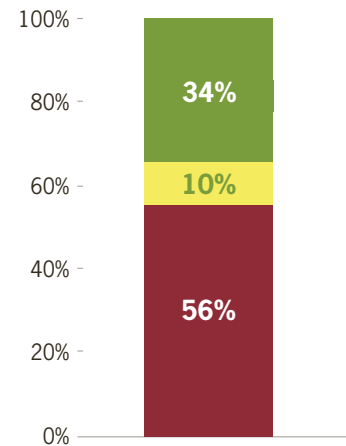


Evidence for the second edition of a complete overhaul of the reading coursework in the **University of Alaska – Fairbanks'** undergraduate elementary program increased the program's scores in **Early Reading, English Language Learners** and **Struggling Readers** from not meeting any of the standards to meeting all three.

As evidence of the "anything goes" approach to reading instruction that we routinely encounter in syllabi, we have had to review a total of 962 different textbooks used in 2,671 courses, most of which convey a plethora of non-research based approaches to reading instruction.

Below is a list of the five textbooks most commonly used in courses evaluated in the *Review* that comprehensively and rigorously cover the scientific basis and instructional elements of the five essential components of effective reading instruction. Names of additional acceptable textbooks can be found in the full list of all evaluated [texts](#).

Fig. 9 Distribution of scores on Standard 2: Early Reading (N=959 elementary and special education programs)



- or 
 
 Program coursework comprehensively prepares teacher candidates to be effective reading instructors by addressing at least four of the five essential components.
  
- Program coursework addresses only three of the five essential components, providing teacher candidates with some preparation in reading instruction.
  
- or 
  (zero)
 Program coursework cannot prepare teacher candidates to be effective reading instructors as it addresses no more than two essential components.

Fig. 10 Distribution of scores on Standard 3: English Language Learners (N=665 elementary programs)

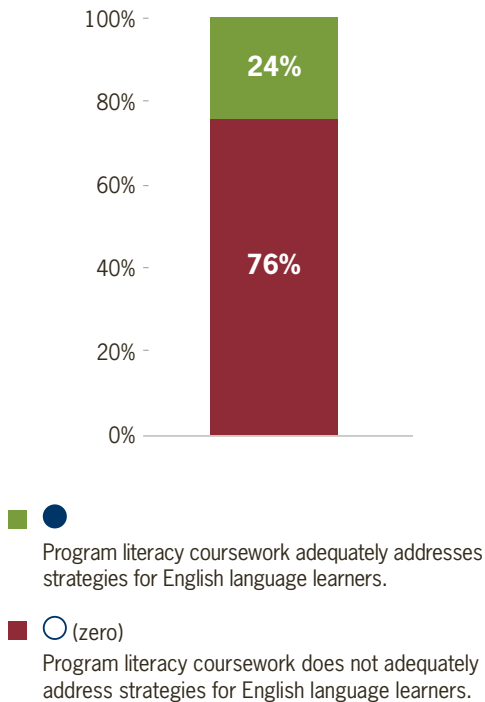


Fig. 12 Distribution of scores on Standard 4: Struggling Readers (N=685 elementary programs)

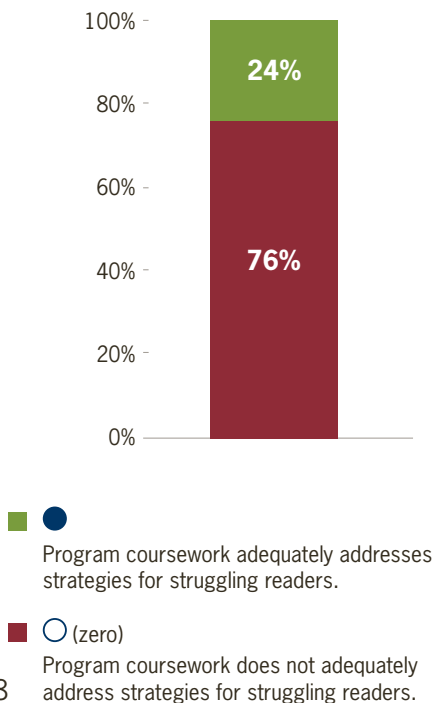


Fig. 11 The five most commonly used acceptable textbooks covering all essential elements of effective reading

Title	Author(s)	Number of courses text is used	Frequency
<i>Creating Literacy Instruction for All Students, 8th ed</i>	Gunning, Thomas G.	108	4%
<i>Teaching Children to Read: The Teacher Makes the Difference, 6th ed</i>	Reutzel, D. Ray & Cooter, Robert D.	80	3%
<i>Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 4th ed</i>	Reutzel, D. Ray & Cooter, Robert	47	2%
<i>CORE: Teaching Reading Sourcebook Updated 2nd ed</i>	Honig, B., Diamond, L.; & Gutlohn, L.	43	2%
<i>The Essentials of Teaching Children to Read: The Teacher Makes the Difference, 3rd ed</i>	Reutzel, D. Ray & Cooter, Robert	35	1%

## Standard 3: English Language Learners and Standard 4: Struggling Readers

These two standards are scored with the same materials used to evaluate **Early Reading** (Standard 2), but under different lenses. Both standards set a relatively low bar for passing. They seek to assess whether elementary teacher candidates are taught any strategies for teaching reading to students for whom English is a second language, as well as students who are not making adequate progress when learning to read. But as the score distributions in Figs. 9 and 11 show, only 24 percent of programs reach each of these low bars, meeting either standard.

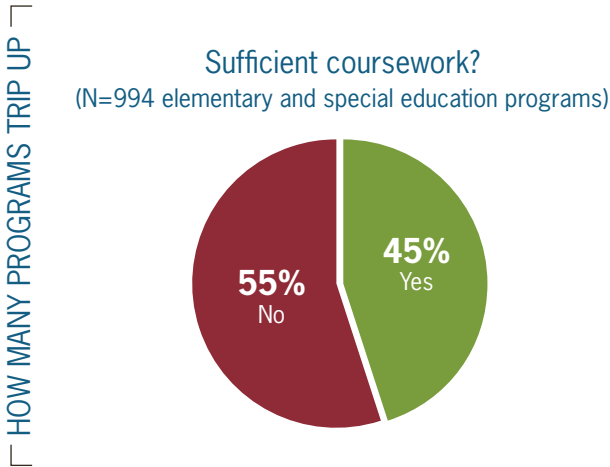
## Standard 5: Elementary Mathematics

### Standout State! Oklahoma

Sixty percent of **Oklahoma's** 26 programs evaluated under the **Elementary Math Standard** nearly meet or meet the standard because most require at least two elementary math content courses and about half use one of the strongest math textbooks. The corresponding national figure is 20 percent.



This standard reflects a strong consensus that elementary and special education teacher candidates need extensive, well-designed coursework to confidently and competently teach math. Further, the number of credits (six to eight semester credit hours, depending on the selectivity of the program or of the institution in which it is housed) is not arbitrary in that it allows for sufficient lecture time to cover the 12 topics in mathematics that need to be covered. (In fact, the amount of coursework required by this standard is actually more modest than what professional associations of mathematicians and mathematics educators recommend.)

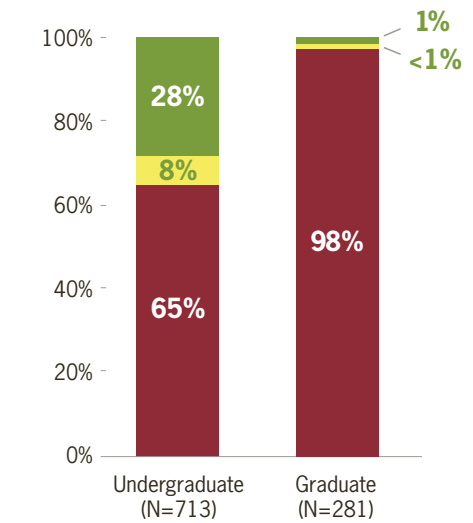


Only 20 percent of programs nearly meet or meet the standard. This means that only one in five elementary and special education teacher preparation programs evaluated are ensuring that their candidates have the conceptual understanding of elementary math necessary for effective instruction. In many programs that score poorly, the elementary content is spread too thinly in courses that are designed to train teachers for the full K-8 grade span (rather than for the elementary grade span of K-5) or that mix elementary math methods with math content without doing adequate justice to content.

Because graduate programs are generally shorter in length than undergraduate programs, they tend to turn a blind eye to the need for preparation in elementary math, even where the undergraduate programs on their own campuses may require it. Almost 9 in 10 (89 percent) graduate programs preparing elementary teachers for the classroom tally undergraduate credits for college algebra or statistics — valuable collegiate courses, but not ones that provide the knowledge needed by elementary teachers — as counting for adequate preparation.

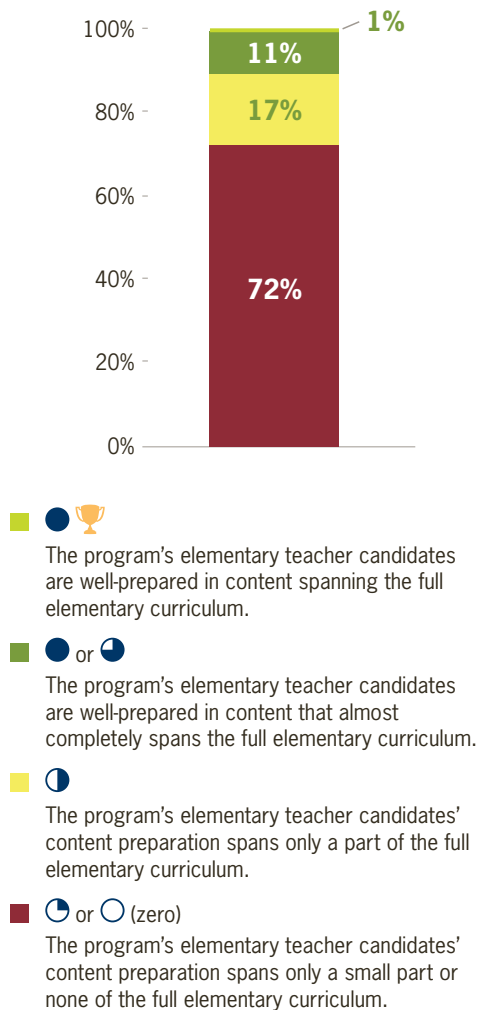
Fig. 13 Distribution of scores on Standard 5: Elementary Mathematics

(N=994 elementary and special education programs)



- or 
  
Program coursework addresses essential math topics in adequate breadth and depth.
- Program coursework addresses essential math topics in adequate breadth but not depth.
- or (zero)
  
Program coursework addresses essential math topics in inadequate breadth and depth.

Fig. 14 Distribution of scores on Standard 6: Elementary Content (N=1,165 elementary programs)



Both **Wright State University** (OH) and **Montana State University** improved in our evaluations, each now achieving nearly top scores on the Elementary Math Standard. The former program added a course and changed a textbook for the better, and the latter replaced two elementary math courses with three courses, thereby enabling instruction of sufficient depth.

## Standard 6: Elementary Content

### Standout States! Louisiana, Virginia and West Virginia

It's almost a tie: 63 percent of **Louisiana's** 11 programs and 61 percent of **Virginia's** 28 programs evaluated on the **Elementary Content Standard** nearly meet or meet the standard compared to the national figure of only 12 percent. Programs in both states do a good job pointing teacher candidates to the general education coursework that will best prepare them for teaching to the level required of new college and career readiness standards. We also note that 23 percent of **West Virginia's** 13 programs evaluated on this standard not only meet the standard, but earn Strong Design.

The current crop of teacher candidates has emerged from a broken PK-12 system which increasingly rigorous learning standards are designed to fix. Unfortunately, it is these same teacher candidates who are now charged with teaching students to the level required by rigorous standards. Breaking the cycle requires that teacher candidates get more guidance from teacher preparation programs via appropriate coursework in literature and composition, history and geography, and the sciences (with labs).<sup>22</sup> But the fact that only 12 percent of programs evaluated nearly meet or meet this standard (see Fig. 14) means that the cycle of weak content knowledge (and its attendant negative impacts on reading comprehension) is *not* likely to be broken.

Science requirements are a particular area of weakness. For example, our evaluation indicates that 68 percent of programs do not require that teacher candidates take a single general audience science course that covers content centrally relevant to elementary grades. More often, candidates spend a full 3-credit course covering a topic that represents a tiny fraction of the content needed or is simply irrelevant.



For example, candidates can often fulfill general education science requirements with courses such as *Natural Disasters: Hollywood vs. Reality*, *Earthquakes and Society*, or *The Science of Gemstones*.<sup>23</sup>

**Delta State University's** (MS) and **Fort Hays State University's** (KS) undergraduate elementary programs improved to earn nearly top scores on the **Elementary Content Standard**. Both outline new explicit course requirements among general education courses. (In the case of Delta State this involves specifying the choice of world literature, American history, and political science courses in which candidates should enroll, and adding new requirements for world history, physics, and music.) **Lipscomb University** (TN) also now has a nearly top score because it has a very thorough transcript review process for applicants to its graduate elementary program.

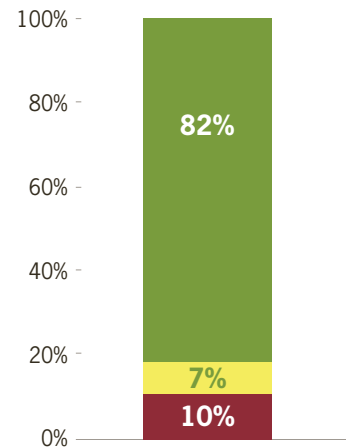
## Standard 7: Middle School Content

Our means of evaluating middle school programs for content preparation aligns with the recommendations found in NCTQ's *State Teacher Policy Yearbook*, in which well-constructed state licensing tests are judged to be the most efficient means for state licensing officials to decide if a middle school teacher candidate is prepared to teach the subject matter. Because most states have such tests, a very high proportion (82 percent) of middle school programs satisfy the **Middle School Content Standard** (see Fig. 15).

## Standard 8: High School Content

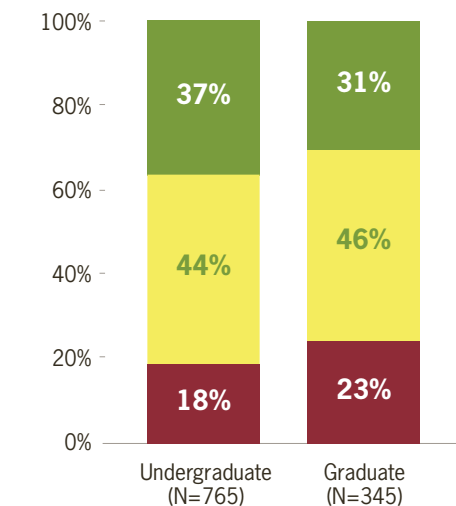
**Standout States! Minnesota and Tennessee**  
 Every one of the 25 secondary programs in **Minnesota** and the 28 secondary programs in **Tennessee** evaluated on the **High School Content Standard** meets the standard, compared to the national figure of 35 percent. Both states require content licensing tests that ensure that all secondary teacher candidates have an adequate knowledge of every subject they will be certified to teach.

Fig. 15 Distribution of scores on Standard 7: Middle School Content (N=375 middle school programs)



- ● The combination of state licensing tests and program coursework requirements ensures that all middle school candidates have content knowledge in the subjects they will teach.
- ● The combination of state licensing tests and program coursework requirements ensures that most, but not all, middle school candidates have content knowledge of the subjects they will teach.
- ○ (zero) The combination of state licensing tests and program coursework requirements ensures that only a small share of middle school candidates have content knowledge in the subjects they will teach.

Fig. 16 Distribution of scores on Standard 8: High School Content  
(N=1,110 high school programs)



- The combination of state licensing tests and program coursework requirements ensures that all high school candidates have content knowledge in the subjects they will teach.
- The combination of state licensing tests and program coursework requirements ensures that most, but not all, high school candidates have content knowledge of the subjects they will teach.
- (zero)  
 The combination of state licensing tests and program coursework requirements ensures that only a small share of high school candidates have content knowledge in the subjects they will teach.

This standard is based on the simple proposition that high school teacher candidates should have adequate content knowledge in every subject they are certified to teach. If this content knowledge is not assured by a licensing test, then coursework requirements must be sufficient. The problem with high school preparation is what lurks in the more obscure corners of certification in the sciences and social sciences (or what is generally called “social studies”). The majority of states certify candidates to teach all subjects within these fields without adequately testing the candidate’s mastery of each subject and without ensuring that teacher preparation programs require at least a minor in two of them. This lapse largely accounts for the fact that only 35 percent of programs evaluated meet the standard (see Fig. 16).

While programs can always step up to the plate and go above and beyond state regulations — and many that meet our standard do — states should follow the lead of **Tennessee** and **Indiana**, which now require certification and subject matter testing in every subject area to be taught, including the sciences and social sciences.

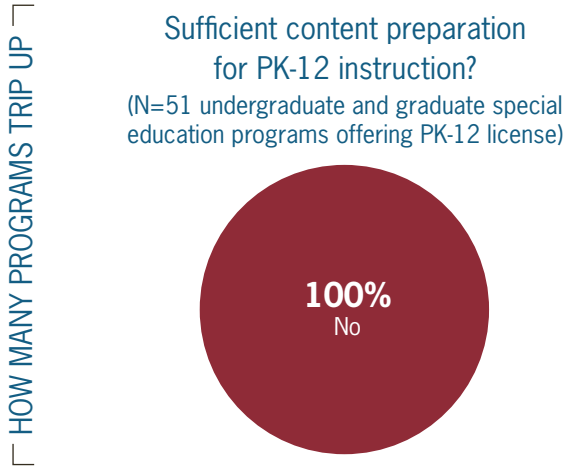
Each state’s certification and testing structure is explained [here](#).

**Delta State University** (MS) documented a change in coursework requirements for secondary social science education majors: Whereas teacher candidates with this major previously only had to take coursework constituting a single minor (in history), they are now required to take an additional nine credits of political science and have two minors, which will definitely prepare them more thoroughly for high school classrooms.

## Standard 9: Special Education Content

By and large, special education teacher preparation programs have not come to grips with the need to ensure that their candidates know the content of the subjects they will teach. Only 2 percent of programs nearly meet or meet the standard. Even if a program did an excellent job preparing its special education candidates in techniques to modify instructional materials, their lack of content mastery across some, or all, of the curriculum might handicap them enormously and jeopardize the success of their students.

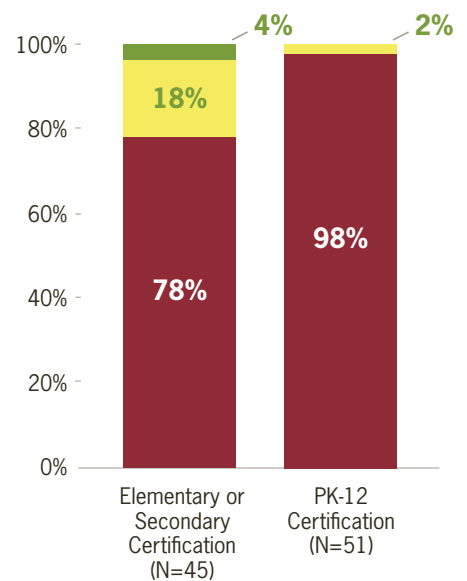




The most striking manifestation of the content knowledge problem occurs in the 35 states that certify special education teachers for grades PK-12, a span that makes it unlikely candidates sufficiently know the subjects they will teach or co-teach.

We will be expanding the number of special education programs evaluated on this standard in the third edition of the *Review*.

Fig. 17 Distribution of scores on Standard 9: Content for Special Education (N=96 special education programs)



- or ●  
 The program requires adequate or nearly adequate preparation in the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.
- The program requires some coverage of the content spanning the curriculum for the grade levels for which the candidate will be certified to teach.
- or ○ (zero)  
 The program requires little or no coverage of the content spanning the curriculum for which the candidate will be certified to teach.



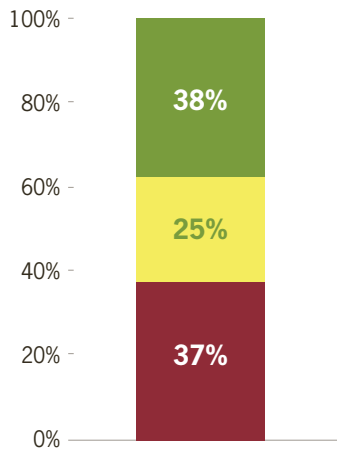
## Standard 10: Classroom Management

### Standout State! Tennessee

91 percent of **Tennessee's** 23 programs evaluated on the **Classroom Management Standard** nearly meet or meet the standard, compared to the figure of 38 percent for all programs in the sample. Many of **Tennessee's** programs use the state's TEAM evaluation as the basis for their own student teacher evaluation form, which lends the strength of the TEAM to the feedback they offer.

This standard evaluates the feedback that programs give to student teachers on how well they manage their classrooms. Classroom management is a set of skills that few novice teachers possess — and both they and their students suffer when it is lacking. We know from previous studies that many teacher educators do not place much stock in actual training on classroom management. Usually classroom management coursework involves little more than introducing teacher candidates to a variety of models and techniques and then asking that they develop their own “personal philosophies” of classroom management. There is also an underlying presumption among some teacher educators

Fig. 18 Distribution of scores on Standard 10: Classroom Management (N=1,181 elementary, secondary and special education programs)

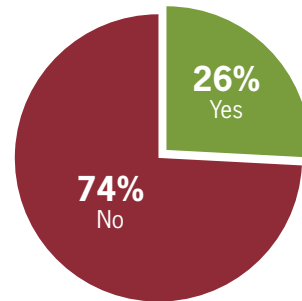


- ● or ◐  
 The program provides student teachers with feedback on critical classroom management techniques.
- ◐  
 The program provides student teachers with feedback on their use of some, but not all, critical classroom management techniques.
- ◑ or ○ (zero)  
 The program does not provide student teachers with feedback on their use of critical classroom management techniques.

that if teachers teach well, students will be engaged in learning and no classroom management problems will develop. This standard requires that programs give feedback on specific techniques.

HOW MANY PROGRAMS TRIP UP

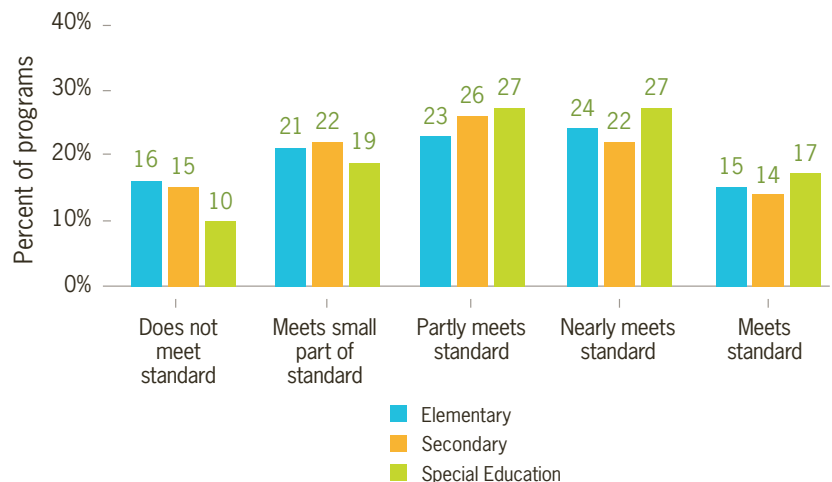
Feedback on reinforcing appropriate behavior? (N=1,181 undergraduate and graduate programs)



We substantially changed the nature and scope of this standard in this edition of the Review, providing better clarity and more detailed guidance to programs on the “Big Five,” the fundamental research-supported techniques we identified in our December 2013 report *Training Our Future Teachers: Classroom Management*: rules, routines, positive reinforcement (e.g., praise), handling misbehavior, and engagement.

All programs evaluated on this standard in the 2013 Review have been re-evaluated in 2014 using the revised indicators.<sup>24</sup> In this edition, we’ve also included special education programs.

Fig. 19 Distribution of Classroom Management Standard scores by program type

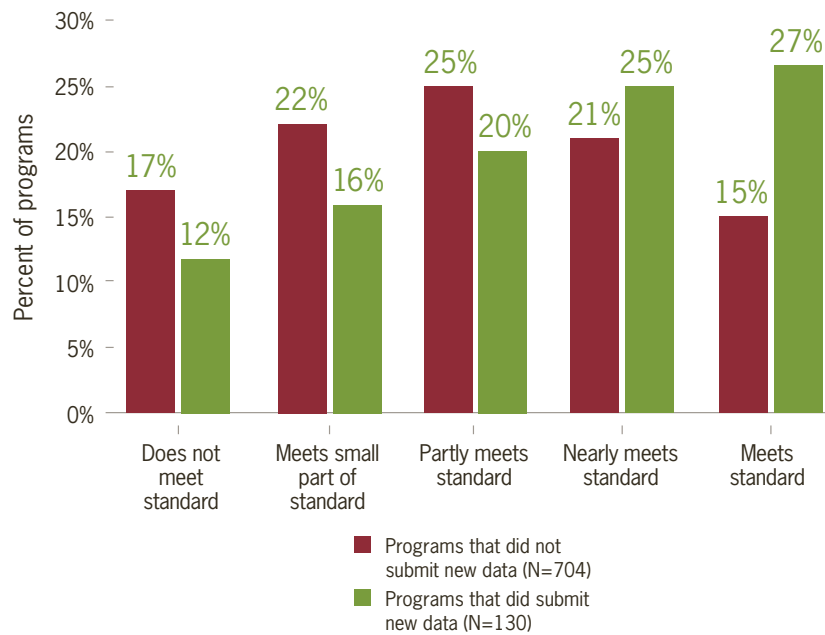


Compared to elementary and secondary programs, a larger proportion (44 percent) of special education programs nearly meet or meet the standard.



In general, the distribution of scores on the **Classroom Management Standard** in the second edition of the Review is better than the distribution of scores in the first edition. A large minority of all programs (42 percent) increased their scores, partially because of scoring changes.<sup>25</sup> Above and beyond this reason for score improvements, however, were the disproportionate score gains of programs that submitted new data for the second edition, indicating real program improvements and not simply the effects of scoring changes. Programs that submitted new data do not have higher scores in the second edition simply because they had higher scores in the first edition — there is no statistically significant relationship between scores on the first edition and the submission of new data. However, there is a statistically significant relationship between submission of new data and improved scores in the second edition.<sup>26</sup>

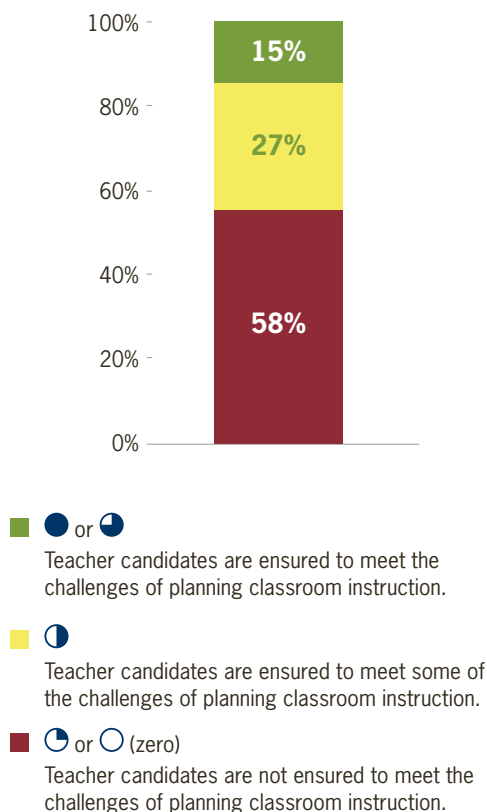
Fig. 20 Do Classroom Management Standard scores reveal program improvements?



*Compared to programs which did not submit new data for the second edition, a higher proportion of programs that submitted new data earned high scores on the **Classroom Management Standard**.*

It is especially commendable that the **Classroom Management Standard** scores for **East Central University** (OK) and **Murray State** (KY) went from the basement to the penthouse with completely revamped student teacher observation forms. Here's a graphic example of how Murray State clarified language to provide better feedback to student teachers on their classroom management skills: "Uses methods of respectful classroom discipline" is out and is replaced by: "Uses proximity and other non-verbal communication to redirect off-task behavior.... Consistently applies consequences when a student misbehaves.... Uses effective classroom management to reinforce standards of behavior through praise, rules, routines and/or procedures."

Fig. 21 Distribution of scores on Standard 11: Lesson Planning (N=668 elementary and secondary programs)



## Standard 11: Lesson Planning

Because new data were not accepted for evaluation of this standard in this second edition of the Review, the findings from the last edition stand. In addition, scores for this standard are not reported on program ranking sheets.

With the evidence provided by our evaluation that lesson planning skills are weak, it is fortunate that the teacher education field is making headway on providing consistent guidance on lesson planning: Teacher performance assessments such as the edTPA are growing in popularity and should provide institutions with a much-needed means to create a central organizing principle elucidating what teachers should be able to do in planning lessons before exiting teacher preparation.

## Standard 12: Assessment and Data

For better or worse, PK-12 education is awash in classroom and standardized tests and the data they produce. Yet just 24 percent of the elementary and secondary programs we evaluated adequately address assessment topics so as to ensure that novice teachers will be able to work productively within their classrooms, departments, and schools to assess students and use results to improve instruction.

Perhaps the most glaring issue is that while the respective state's standardized tests are a lecture topic in coursework in nearly half of all programs, few programs have assignments in coursework or capstone projects that require teacher candidates to grapple with data derived from those tests and to practice using the data to plan instruction. Also, although teaching is an increasingly collaborative profession, we find little evidence of collaborative practice in assessment-related assignments in most of the coursework evaluated.

After evaluations of 690 programs on the **Assessment and Data Standard**, we commend the undergraduate elementary program at **Fort Hays State University (KS)** for the first evidence of comprehensive preparation of candidates for the data analysis tasks they will face from their earliest days on the job. This program stands out because it requires its candidates (working both individually and collaboratively) to practice analyzing and assessing the instructional implications of sets of mock data from both classroom and standardized assessments, rather than simply classroom assessments.



## Standard 13: Equity

This standard is designed to get at the important issue of cultural competency of teacher candidates. As there are no findings from solid, large-scale and non-anecdotal research that coursework dedicated to eliminating gender and racial biases has any impact,<sup>27</sup> we concluded that the best way for teacher candidates to internalize appropriate values is to spend time in high-poverty schools that are at least relatively high-performing. There is evidence from strong research that student teaching in such a school makes the apparently rhetorical statement that “every child can learn” something a candidate can believe. The same research provides evidence that teacher candidates who student teach in such schools become more effective teachers in *any* school environment.<sup>28</sup>

Because the availability of high-poverty, high-performing schools for student teaching placements differs by program due to their geographical locations, our evaluation does not set an absolute standard of, say, 20 percent or 40 percent of placements. Instead, we report on programs using geography: Our results are [mapped](#), allowing the reader to evaluate the results for programs that are in close geographical proximity as determined by shared schools/districts used for placements. The static map below illustrates how results are displayed:

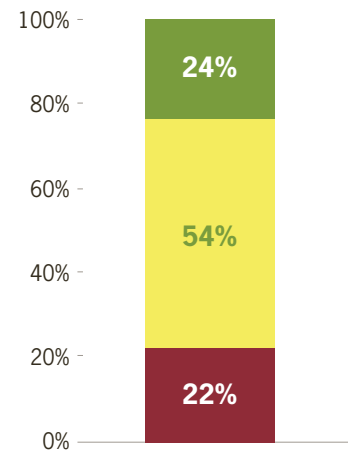
Fig. 23 How we display Equity Standard reports



- A. California State University Channel Islands
- B. California State University Long Beach
- C. California State University Los Angeles
- D. University of California Irvine
- E. California Lutheran University

To date, we have posted results on the Equity Standard for two locales. For the five institutions in Los Angeles shown in the graphic above, the proportion of placements in high-performing and high-poverty schools ranges from 19 percent at **University of California – Irvine** to 57 percent at **California State University – Los Angeles**. In New York City, the range in the proportion of placements in high-performing and high-poverty schools for one cluster of institutions (**CUNY City College**, **CUNY Hunter College** and **New York University**) is small (30-35

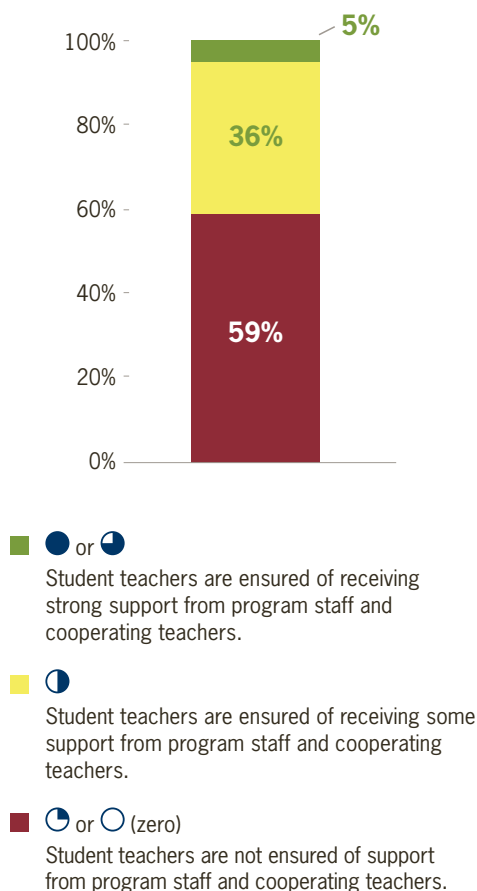
Fig. 22 Distribution of scores on Standard 12: Assessment and Data (N=690 elementary and secondary programs)



- ● or ◐  
 Program provides teacher candidates with practice in developing assessments and analyzing and interpreting assessment data.
- ◐  
 Program provides teacher candidates with some practice in developing assessments and analyzing and interpreting assessment results.
- ◐ or ○ (zero)  
 Program provides teacher candidates with no or virtually no practice in developing assessments or analyzing and interpreting assessment results.

percent); in another cluster (**CUNY Queens College, CUNY York College** and **CUNY Brooklyn College**), the range in placements in high-performing and high-poverty schools is larger (43-54 percent).

Fig. 24 Distribution of scores on Standard 14: Student Teaching (N=1,796 elementary, secondary and special education programs)



## Standard 14: Student Teaching

### Standout State! Arizona

24 percent of the 21 **Arizona** programs evaluated on the **Student Teaching Standard** meet the standard, compared to only 5 percent nationally.

With only 5 percent of programs satisfying the standard (see Fig. 24), the **Student Teaching Standard** is the toughest NCTQ key standard. Why is this? At its roots, for too long teacher educators have been content simply to do the necessary clerical back-and-forth with school districts to arrange for classroom placements, relying on school principals to select cooperating teachers by whatever means principals saw fit. Indeed, especially given the fact that there is an overabundance of elementary teacher candidates in most programs, teacher educators have been grateful for *any* placements for their candidates.

Teacher candidates have only one chance to experience the best possible student teaching placement. The goal of this standard is to set the minimum conditions for the best placement. We look for policies that require student teachers be placed in classrooms with an effective classroom teacher and also to receive sufficient support and feedback from their university supervisor.

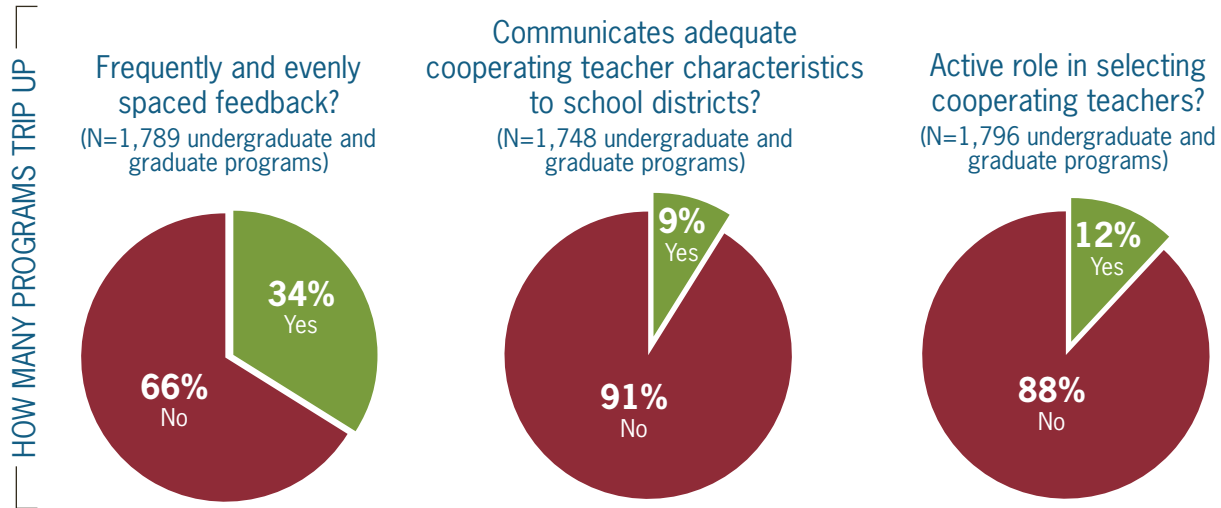
Many groups clamor for teacher preparation to increase candidates' time in classrooms. In fact, nearly every new initiative to improve teacher preparation calls for more and earlier clinical work. However, there are very few initiatives promoting the importance of teacher candidates being placed in the *right kind* of classrooms. More clinical practice may create a more *polished* novice teacher, but it does not necessarily create a more *effective* novice.

*What's been evaluated.* Partial credit is now provided for programs that provide four observations with written feedback by program supervisors. In the first edition of the *Review*, credit was only awarded for five or more observations.

Also, due to the increasing number of states whose regulations set forth the requirements of the cooperating teacher,<sup>29</sup> we lost confidence that the credit we were awarding programs on the basis of sometimes



cryptic citations to state regulations was warranted.<sup>30</sup> Program requirements for characteristics of cooperating teachers are no longer factored into scoring, but are reported.

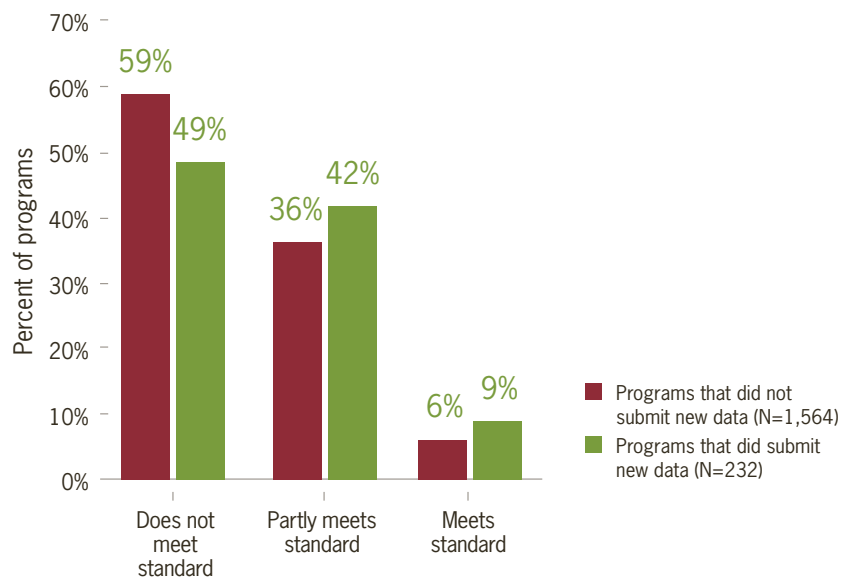


The standard also evaluates whether the program plays an active role in selecting cooperating teachers, as signified by the information collected about those nominated for this role. This indicator has been refined to provide more credit to programs that seek information regarding whether the nominees are capable mentors and/or effective instructors, as opposed to only seeking information on any other professional skills.

All elementary, secondary and special education programs evaluated on this standard in *Teacher Prep Review 2013* have been *reevaluated* using revised indicators.

A combination of standard changes, scoring changes and new data submitted by 232 programs makes it more difficult to determine the contributions of each factor to any new score distribution on the standard.

Fig. 25 Do Student Teaching Standard scores reveal program improvements?



Compared to programs that did not submit new data for the second edition, a higher proportion of programs that submitted new data earned high scores on the **Student Teaching Standard**.

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As in the case of the **Classroom Management Standard** (see page 45), these disaggregated results point to promising improvements in the nature of student teaching arrangements in at least a share of the programs included in our evaluation. And again, as in the case of the Classroom Management Standard, our analysis indicates that there is a statistically significant relationship between submission of new data and improved scores in the second edition, and that programs that provided new data do not have higher scores on the **Student Teaching Standard** in this edition simply because they had higher scores on the standard in the first edition.<sup>31</sup>

The way forward on improving student teaching is a changed perspective on the part of both teacher educators and school district personnel: On the preparation side, student teaching should be viewed as the culminating experience provided only for those teacher candidates who have met a high bar for competency. On the school district side, student teaching should be viewed as a human capital development vehicle in which recruiting and rewarding talented teachers for their role as cooperating teachers improves prospects for hiring novice teachers who are effective on day one.

### Communicating to districts the required characteristics of cooperating teachers

**Fort Hays State University** (KS) now includes both cooperating teacher criteria required by the NCTQ standard in contracts with school districts: “The District agrees...[t]o nominate outstanding licensed cooperating teachers or other appropriate school personnel who meet the following criteria: a) have skills as mentors of teacher candidates (including observing, providing feedback, and working collaboratively), b) exemplify excellence in teaching by demonstrating a positive impact on student learning.”

The **University of Montana** has introduced a nomination form for potential cooperating teachers in which a principal must use evidence to support his/her judgment of a teacher’s mentorship skills and instructional ability: “I nominate the following teachers to mentor the UM candidates discussed at this semester’s placement meeting. My judgment for nomination is based on the teachers’ mentoring abilities (as demonstrated through workshop participation or (blank)) and their positive impact on student learning (as demonstrated through curricular or standardized test).”

### Playing an active role in cooperating teacher selection by collecting substantive information

**Miami University of Ohio** (OH) has begun asking school districts to submit six-item questionnaires regarding teachers nominated as cooperating teachers. Questions include requests for narratives addressing mentorship skills and impact on student learning.

With data submitted for the second edition, the **University of Houston** (TX) is now one of only four institutions in the country whose programs fully satisfy all of the **Student Teaching Standard’s** indicators. Its four evaluated programs previously required only three observations of student teachers, but now require five. It also

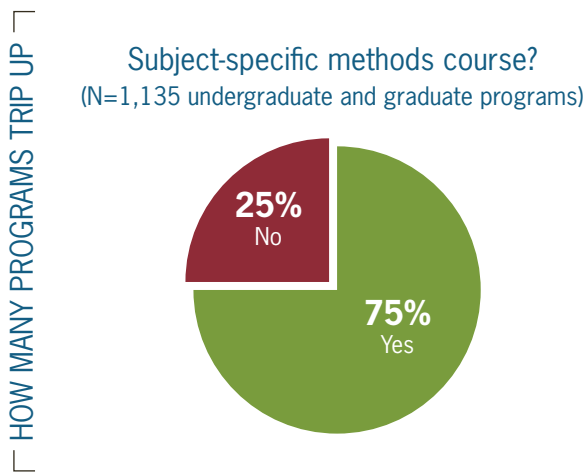
- clearly communicates to school districts the necessary characteristics of cooperating teachers (“The prospective Cooperating Teacher must be recommended by the building principal under whom he/she works, and in that principal’s determination be 1) an effective teacher, based on student performance, with 2) demonstrated mentorship abilities”); and
- requires that the above characteristics be documented on a questionnaire.





## Standard 15: Secondary Methods

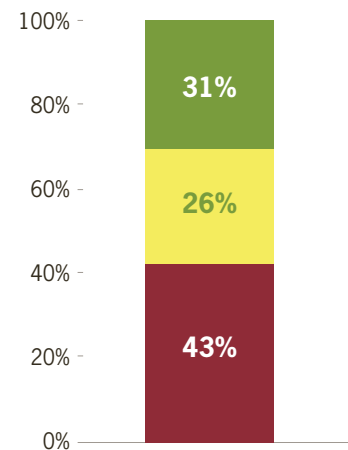
It is one thing to know a subject and quite another to teach it. Beyond knowing content, candidates should have skills enabling them to introduce content to students. Best practices differ among content areas, so methods courses should be tailored to a candidate’s chosen subject area. Conservatively estimated, at least 31 percent of the secondary programs evaluated (n=664) earn a score fully meeting the **Secondary Methods Standard** for requiring three semester credit hours or more of subject-specific methods coursework that includes (or aligns with a practicum including) actual classroom instruction.<sup>32</sup> (See Fig. 26) Nonetheless, we note that a large proportion of programs (25 percent) do not even require a single 3-credit subject-specific methods course.



## Standard 16: Instructional Design in Special Education

The standard evaluates how programs train special education candidates to adapt and modify curriculum to ensure that students with special needs can access content in core academic subjects. In general, scores are relatively high, with 48 percent of programs nearly meeting or meeting the standard. (See Fig. 27) However, for lower scoring programs, our evaluations revealed a substantial amount of outsourcing of training of special education teacher candidates to elementary methods coursework. Courses not overseen by special education faculty contribute significantly to preparation in instructional design in 85 percent of the undergraduate programs for which a comprehensive review of coursework is possible. Given that special education experts do not teach such coursework, candidates are unlikely to learn curriculum

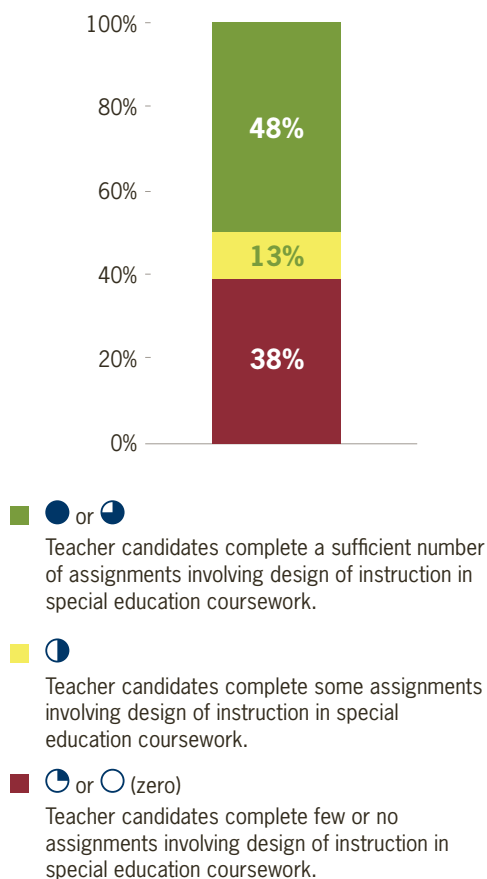
Fig. 26 Distribution of scores on Standard 15: Secondary Methods  
(N=664 secondary programs)



- ● Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) and are provided opportunities to practice using them.
- ◐ Secondary teacher candidates are ensured of learning instructional strategies for their subject(s) but are not provided opportunities to practice using them.
- ○ (zero) Secondary teacher candidates are not ensured of learning instructional strategies for their subject(s) or provided opportunities to practice using them.

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Fig. 27 Distribution of scores on Standard 16: Instructional Design for Special Education (N=60 special education programs)

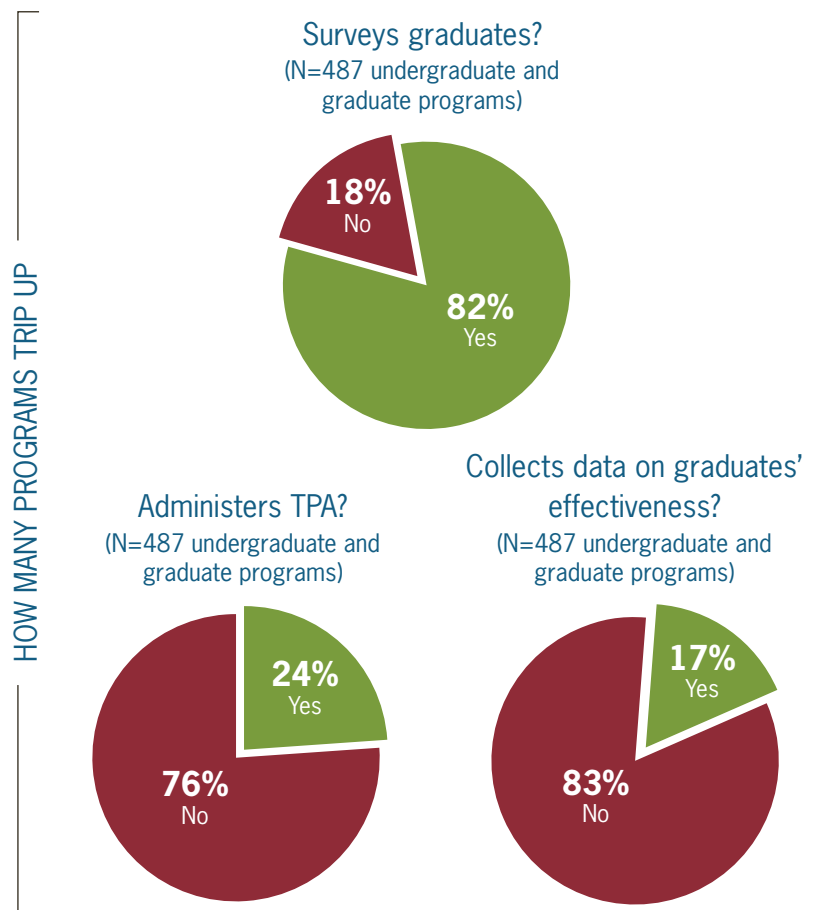


adaptation and modification approaches in the depth and with the nuances that should be provided.

We will be expanding the number of special education programs evaluated on this standard in the third edition of the Review.

## Standard 17: Outcomes

Because no institution can improve without information on how well it is performing, NCTQ's standard looks at whether and how often institutions collect data regarding their teacher graduates.<sup>33</sup> Only about 26 percent of institutions meet this standard.



Admittedly, state data systems often create obstacles to obtaining data on graduates' effectiveness, but a number of motivated institutions have demonstrated with initiative and ingenuity that these obstacles are not as insurmountable as they may appear. For example, despite the lack of a public report providing VAM results for teacher preparation programs in South Carolina, **Clemson University** obtains data on graduates' classroom performance by special request and conducts its own value-added analysis.



On the **Outcomes Standard**, **Johns Hopkins University** (MD) and the **University of Nebraska – Omaha** have begun administering surveys of both graduates and graduates’ employers that will provide data useful for program improvement.

**University of Wyoming** and **University of Maryland – College Park** have adopted the national edTPA for use in their programs in the absence of any state edTPA initiative, demonstrating a commitment to obtaining data on their teacher candidates’ classroom performance.

## Standard 18: Evidence of Effectiveness

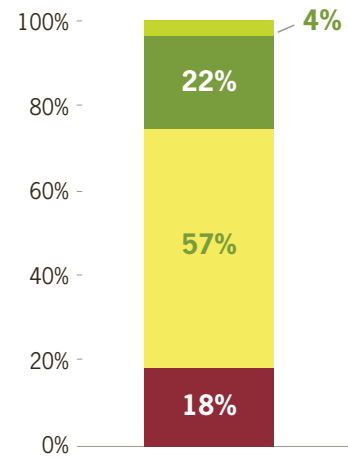
### Standout State! North Carolina

**North Carolina** has developed a teacher preparation program “student performance data model” that provides program-specific rather than institution-specific results.

Last edition’s attempt to use outcome measures themselves to evaluate programs was unfortunately extremely limited due to the fact that our standard is wholly dependent on data produced by each state. Further, the little public data that exist are even more severely reduced when we seek data that can be used to evaluate *specific* teacher preparation programs (such as data on graduates from an undergraduate elementary program, as opposed to data on graduates from both an undergraduate and a graduate elementary program combined).

There are four states that currently publish such data (**Louisiana, North Carolina, Ohio** and **Tennessee**), but only North Carolina reports the data at the specific program level. Because it is only fair to evaluate a program when results about its graduates are statistically significant and consistent for several years, the number of programs qualifying for an evaluation shrank to a handful. Of that handful, *only one* last year was in the *Teacher Prep Review’s* sample. Accordingly, only one elementary program (out of 214 programs in these four states that publish reports on teacher preparation value-added data models) was evaluated using these data. In this edition of the *Review*, five **North Carolina** programs (three elementary and two middle school) are evaluated: **Appalachian State, East Carolina University** and the **University of North Carolina – Greensboro** (undergraduate elementary); the **University of North Carolina – Chapel Hill** and the **University of North Carolina – Wilmington** (undergraduate middle school).

Fig. 28 Distribution of scores on Standard 17: Outcomes (N=487 institutions of higher education)







-  Institutions collect appropriate outcomes data and provide evidence of its use for program improvement.
-  Institutions collect appropriate outcomes data.
-  Institutions collect some appropriate outcomes data.
-  (zero) Institutions do not collect appropriate outcomes data.

Fig. 29 One or more of these institutions' programs earn the highest score on standards

Institution	State	Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
		Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Alma College	MI	ug elem/ug sec							
Arcadia University	PA	ug elem/ug sec							
Arizona State University	AZ	ug elem/ug sec/ug sped							
Auburn Univeristy	AL	ug elem/ug sec							
Augustana College	IL	ug elem/ug sec							
Augustana State University (Georgia Regents University Augustana)	IL						ug elem/ug sec/g elem/g sec		
Austin Peay State University	TN					all			ug elem/ug sec
Barnard College	NY	ug elem/ug sec							
Belmont University	TN	ug elem							
Boston College	MA	ug elem/ug sec							
Bucknell University	PA	ug elem/ug sec							
California Polytechnic State University – San Luis Obispo	CA						g elem/g sec		
Carroll College	MT	ug elem/ug sec							
Cedarville University	OH	ug elem/ug sec							
Central Washington University	WA					all			
Cheyney University of Pennsylvania	PA	ug elem							
Clayton State University	GA	g sec		ug elem/ug sec					
College of Charleston	SC	ug elem/ug sec	ug elem						
College of William and Mary	VA	g elem/g sec							
Colorado State University	CO	ug elem/ug sec							
Colorado State University – Pueblo	CO		ug elem						
Columbia University	NY	ug elem/ug sec							
Concord University	WV				ug elem				
CUNY – Hunter College	NY					all		ug sec/g elem/g sec	
Dallas Baptist University	TX	ug elem/ug sec				all			
Dalton State College	GA						ug elem		
DePaul University	IL	ug elem/ug sec							
Dreallel University	PA	ug elem/ug sec							
Duquesne Univeristy	PA	ug elem							
Elon University	NC			ug elem					
Emporia State University	KS						ug elem/g sec		
Fort Hays State University	KS							ug elem	
Francis Marion Univeristy	SC						ug elem		
Gardner-Webb University	NC				ug elem				
Geneva College	PA	ug elem/ug sec							
Georgia College and State University	GA	ug elem							
Glenville State College	WV				ug elem				
Gonzaga University	WA	ug elem/ug sec							

Institution	State	Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
		Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Greensboro College	NC	g elem/g sec							
Grove City College	PA	ug elem/ug sec							
Illinois State University	IL						ug sped		
Iona College	NY	ug elem							
Iowa State University	IA	g sec							
Ithaca College	NY	ug sec							
Juniata College	PA	ug elem/ug sec							
Kean University	NJ	g elem/g sec							
Knoall College	IL	ug elem/ug sec							
LeTourneau University	Tall	ug elem/ug sec							
Lewis and Clark College	OR						g elem/g sec		
Lincoln University of Pennsylvania	PA	ug sec							
Long Island University – C. W. Post	NY	ug elem/ug sec							
Loyola Marymount University	CA	ug elem/ug sec							
Madonna University	MI	ug elem/ug sec							
Martin Methodist University	TN				ug elem				
Mercer University	GA	ug elem/ug sec							
Mercyhurst University	PA	g sec							
Messiah College	PA	ug elem							
Miami University of Ohio	OH					all			
Middle Georgia State (Macon State) College	GA						ug elem/ug sec		
Middle Tennessee State University	TN					all			
Montana State University	MT	ug elem/ug sec							
Montclair State University	NJ	g sec							
Morgan State University	MD				ug elem				
Muhlenburg College	PA	ug elem/ug sec							
Murray State University	KY						ug elem/ug sec/ug sped		
National Louis University	IL	g elem/g sec							
Northern Illinois University	IL	ug elem/ug sec							
Northwest University	WA					all			
Northwestern State University of Louisiana	LA						ug elem/ug sec		
Notre Dame of Maryland University	MD				g elem				
Ohio State University	OH	g elem/g sec					g elem		
Oral Roberts University	OK	g sec							
Pennsylvania State University	PA	g elem/g sec							
Point Park University	PA	ug elem							
Prairie View A&M University	TX	ug sec							
Rice University	TX	ug sec							
Rockford College	IL		ug elem						
Rutgers University – Newark	NJ						ug sec		
Saint Joseph's University	PA	ug elem/ug sec							
Saint Martin's University	WA	g sec							
Saint Michael's College	VT	ug sec							
Samford University	AL	ug elem							

Institution	State	Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
		Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Seattle Pacific University	WA	ug sec							
Shepherd University	WV				ug elem				
Smith College	MA	ug elem							
Southern Methodist University	TX	ug elem	ug elem						
St. John Fisher College	NY			ug elem					
SUNY College at Old Westbury	NY	ug elem							
Teallas A&M University	TX						ug elem/ug sec		
Teallas Christian University	TX								
Touro College	OH	ug elem							
University of Akron	OH					all			
University of Arkansas	AR						g elem/g sec		
University of California – Davis	CA					all			
University of California – Irvine	CA	g sec							
University of California – San Diego	CA					all			
University of California – Santa Cruz	CA						g sec		
University of Detroit Mercy	MI	ug elem							
University of Georgia	GA								
University of Hawaii – Manoa	HI					all			
University of Houston	TX	g elem/g sec					ug elem/ug sec		ug elem/ ug sec/g elem/g sec
University of Illinois at Chicago	IL					all			
University of Illinois at Urbana – Champaign	IL	ug elem/g sec							
University of Iowa	IA						ug elem		
University of Maryland – College Park	MD					all			
University of Minnesota – Morris	MN		ug elem						
University of North Carolina at Asheville	NC	ug sec							
University of North Carolina at Charlotte	NC	g elem/g sec							
University of North Carolina at Greensboro	NC					all			
University of Redlands	CA	ug elem/ug sec							
University of Rhode Island	RI						ug elem/ug sec		ug elem/ ug sec
University of Scranton	PA	ug elem/ug sec							
University of Teallas at San Antonio	TX						ug elem/ ug sec/g elem/ g sec		
University of Utah	UT			ug elem					
University of Virginia	VA	g elem/g sec					g elem/g sec		
University of Washington – Seattle	WA	g elem/g sec				all			
University of Wisconsin – La Crosse	WI	ug elem							
University of Wisconsin – River Falls	WI						ug elem/ug sec		
University of Wyoming	WY			ug elem					
Valdosta State University	GA						ug elem/ug sec/g sped		
Vanderbilt University	TN	g elem/g sec							
Virginia Commonwealth University	VA						g elem/g sec		

Institution	State	Satisfy the standard and the standard's strong design indicator:					Satisfy the standard by earning all possible points. Programs indicated satisfy both the standard and all the standard's indicators:		
		Standard 1: Selection Criteria	Standard 2: Early Reading	Standard 5: Elementary Math	Standard 6: Elementary Content	Standard 17: Outcomes	Standard 10: Classroom Management	Standard 12: Assessment and Data	Standard 14: Student Teaching
Walla Walla University	WA	ug elem							
Washington and Jefferson College	PA	ug elem/ug sec							
Washington University in St. Louis	MO	ug elem/ug sec							
Western Governors University	UT						g elem/ug sec		
Whitworth University	WA	ug elem/ug sec							
William Carey University	MI						ug elem/ug sec		
William Paterson University of New Jersey	NJ								ug elem/ ug sec/g elem/g sec
Wilson College	PA	ug elem/ug sec							
Winthrop University	SC					all			







## IV. Findings on Secondary Alternative Certification Programs

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### A first stage in NCTQ's evaluation of alternative certification programs

In this section of *Teacher Prep Review 2014*, we report our results from a pilot study of new standards for assessing the quality of alternative certification programs. In our first iteration, the scope is limited. We evaluate only the most “alternative” of the programs: those programs not managed by institutions of higher education that also offer traditional certification.<sup>34</sup> Our sample includes only secondary preparation programs, not programs that prepare elementary or special education teachers, both of which in our view require too much specialized professional training in advance of teaching to serve as practical options for alternate route entry into the profession. In spite of the parameters we have imposed on ourselves for this pilot study, the standards applied here should prove useful for examining any alternative certification program, whether associated with a higher education institution or not. In later iterations, we will expand the scope of our evaluation to all types of alternative certification programs.

### What is alternative certification?

Roughly 30 years after the first “alternate route” into teaching was established in New Jersey, all states at least claim to offer prospective teachers some form of alternate routes into the classroom. These routes are “alternative” to traditional preparation in the sense that they generally have the teacher candidate serve in an “internship” as the teacher of record *before* obtaining initial certification.<sup>35</sup>

The term “teacher of record” may seem bureaucratic, but it has flesh-and-blood implications. It means that the candidate can be the only adult in a roomful of students, just as certified teachers in neighboring classrooms are on their own. Unless the support provided by both the supervisor assigned by the alternative certification provider and an assigned mentor rises to the level of co-teaching (which is very rare), the candidate is left largely to his or her own devices except for periodic observations and coaching. Needless to say, given the difficulty of the first year of teaching, this is a daunting challenge for teacher candidates, and the potential for students to lose days, weeks, or even months of ground academically is a real risk.

At the inception of alternative certification, there was clear consensus about how it should differ from traditional preparation: Alternative certification would be a responsible way to get smart, content-proficient individuals — especially individuals with content knowledge in areas such as secondary math, science, and foreign languages — into the classroom with necessary training and coaching, but without requiring that they earn another degree or its equivalent. For example, a chemical engineer could make a career change and become a chemistry teacher, or an accountant could become a math teacher. We note the important distinguishing features of ideal alternate routes:

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- *They attract very capable individuals*, which implies relatively high admission standards.
- *Their candidates already “know their stuff,”* which implies that they can demonstrate their content knowledge prior to entry.
- *Candidates get sufficient on-the-job training and coaching*, which implies that experienced teachers mentor candidates intensively and program supervisors closely monitor their teaching.

### Sample for NCTQ pilot study of alt cert

Our sample includes providers that produced significant numbers of candidates of all program types (elementary, secondary, special education and so on) over the period 2009-2012, as well as providers in as many states as possible. A total of 23 states and the District of Columbia are represented in the sample.<sup>36</sup> A disproportionate share of the programs in the sample (45 percent) is located in Texas because about 40 percent of the state’s teachers are produced by alternate routes, with for-profit providers dominating the market.<sup>37</sup> Texas is the only state permitting for-profit providers.

The sample does not include “teacher residency programs.” Because teacher candidates in residencies are trained in classrooms but are not teachers of record, the providers offering residencies are not categorized as “alternative certification” providers.<sup>38</sup>

### NCTQ’s standards for assessing alternative certification

In crafting our alternative certification standards for secondary programs, we considered the essential features of alternative certification (capable and content-knowledgeable candidates who are then trained in the classroom) mentioned earlier. With appropriate modifications for supervised practice, we have also made the standards as parallel as possible to the key standards applicable to all traditional graduate secondary preparation programs, the traditional programs to which secondary alternative certification programs are most analogous. We have also included a standard on “evidence of effectiveness,” which is analogous to a standard for traditional secondary teacher preparation programs, but cannot be a key standard because the data on which it is evaluated are so scant that it is available for virtually no traditional secondary programs evaluated in the *NCTQ Teacher Prep Review*.

The full text of the alternative certification standards is found on our [website](#).

Individual rating sheets for each of the programs included in this sample are found [here](#). Each rating sheet contains not only the program’s overall grade, but also its score on each of the three standards, with an additional comment that provides information on the salient programmatic features that determined the scores. A graphic depicting the program’s basic structure is also included, with some program features described (often those advertised by the provider), including ones on features not included in this evaluation, such as professional coursework.

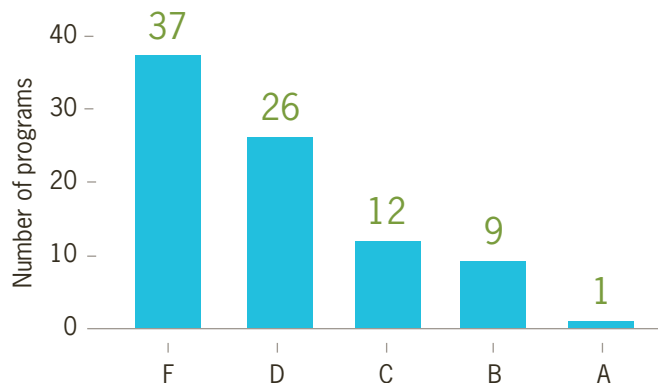
## Alt cert programs and grades

State	INSTITUTION	Grade	State	INSTITUTION	Grade
AR	Arkansas Department of Education: Arkansas Professional Pathway to Educator Licensure (APPEL)	D	TX	ACT Central TX	F
AR	Teach For America	C	TX	ACT Dallas	F
CA	Los Angeles Unified School District: District Intern Program	B	TX	ACT Houston	F
CA	Rex and Margaret Fortune School of Education	C	TX	ACT Rio Grande Valley (RGV)	F
CA	San Joaquin County Office of Education: IMPACT Intern Program	B	TX	ACT San Antonio	F
CO	Teach For America	C	TX	Alternative South Texas Educator Program (A-STEP)	F
CO	Teacher Institute at La Academia	F	TX	Alternative South Texas Educator Program (A-STEP) – Laredo	F
CT	State of Connecticut Office of Higher Education: Alternative Route to Teacher Certification (ARC)	C	TX	Dallas Independent School District: Alternative Certification Program	F
CT	Teach For America	C	TX	Education Career Alternatives Program (ECAP)	F
DC	DC Teaching Fellows	B	TX	Educators of Excellence: Alternative Certification Program	F
DC	Teach For America	B	TX	Houston Independent School District: Effective Teacher Fellowship (ETF)	D
FL	Gulf Coast State College: Educator Preparation Institute (EPI)	D	TX	iteachTEXAS	F
FL	Hillsborough Community College: Educator Preparation Institute (EPI)	D	TX	McLennan Community College: Alternative Teacher Certification Program	F
FL	Pasco County Schools: Alternative Certification Program	D	TX	Pasadena Independent School District: Alternative Teacher Certification Program (ATCP)	F
FL	Valencia College: Educator Preparation Institute (EPI)	D	TX	Quality ACT (Alternative Certification for Teachers)	F
GA	Clayton County Public Schools: Teacher Academy for Preparation and Pedagogy (TAPP)	D+	TX	Region 1 Education Service Center: Project PaCE (Preparing and Certifying Educators)	D
GA	DeKalb County School District: Teacher Academy for Preparation and Pedagogy (TAPP)	D+	TX	Region 2 Education Service Center: Educator Preparation Program	D
ID	American Board for Certification of Teacher Excellence (ABCTE)	D	TX	Region 3 Education Service Center: Educator Preparation Program (EPP)	D
LA	Louisiana Resource Center for Educators (LRCE): Certification Solutions Program	F+	TX	Region 4 Education Service Center: Alternative Teacher Certification Program (ATCP)	F
MA	Catherine Leahy-Brine Educational Consultants, Inc.	D	TX	Region 5 Education Service Center: Teacher Certification Program (TCP)	D
MA	Collaborative for Educational Services	D	TX	Region 6 Education Service Center: Teacher Preparation and Certification Program (TPCP)	F
MA	Springfield Public Schools: District-based Licensure Program	D	TX	Region 7 Education Service Center: Teacher Preparation and Certification Program (TPCP)	D
MA	Teach For America	A	TX	Region 10 Education Service Center: Teacher Preparation and Certification (TPC)	F
MD	Baltimore City Teaching Residency (BCTR)	B	TX	Region 11 Education Service Center: Teacher Preparation Program (TPP)	F
MD	Prince George's County Public Schools: Resident Teacher Program (RTP)	B-	TX	Region 12 Education Service Center: Teacher Preparation and Certification Program (TPCP)	F
MD	Teach for America (Baltimore)	B	TX	Region 13 Education Service Center: Educator Certification Program (ECP)	C-
MD	Teach for America (Prince George's County Public Schools)	B	TX	Region 18 Education Service Center: Teacher Certification Program (TCP)	F
MO	American Board for Certification of Teacher Excellence (ABCTE)	D	TX	Region 19 Education Service Center: Teacher Preparation and Certification Program (TPCP)	D
MS	American Board for Certification of Teacher Excellence (ABCTE)	C	TX	Region 20 Education Service Center: Teacher Orientation and Preparation Program (TOPP)	F
MS	Mississippi Community College Foundation: Mississippi Alternative Path to Quality Teachers Program (MAPQT)	D	TX	South Texas Transition to Teaching Alternative Certification Program	F
MS	Teach For America	C	TX	TeacherBuilder.com	F
NC	Regional Alternative Licensing Centers (RALC): Region 1 – Charlotte/Cabarrus	F	TX	Texas Alternative Certification Program	F
NC	Regional Alternative Licensing Centers (RALC): Region 2 – Fayetteville	F	TX	Texas Alternative Certification Program at Brownsville	F
NC	Regional Alternative Licensing Centers (RALC): Region 3 – Nash	F	TX	The Texas Institute for Teacher Education*	C
NC	Regional Alternative Licensing Centers (RALC): Region 4 – Catawba	F	TX	Web-Centric Alternative Certification Program	F
NH	New Hampshire Department of Education: Alternative 5 (Site-Based Certification Plan)	C	TX	Training via E-Learning: An Alternative Certification Hybrid (TEACH)	D
NJ	State of New Jersey Department of Education: Provisional Teacher Program (PTP)	D+	TX	YES Prep Public Schools: Teaching Excellence Program	B-
PA	American Board for Certification of Teacher Excellence (ABCTE)	D	UT	Utah State Office of Education (USOE): Alternative Routes to Licensure (ARL)	F
SC	American Board for Certification of Teacher Excellence (ABCTE)	D	VA	EducateVA: Virginia Community Colleges' Teacher Prep Program	C
SC	South Carolina State Department of Education: Program of Alternative Certification for Educators (PACE)	D	VT	Vermont Agency of Education: Alternative Licensure Program (Peer Review)	F
TN	Tennessee Department of Education: Teach Tennessee	D-	WI	Norda, Inc: Project Teaching	C+
TX	A Career in Teaching: Alternative Certification Program (Corpus Christi)	F			
TX	A Career in Teaching: Alternative Certification Program (McAllen)	F			
TX	A+ Texas Teachers Alternative Certification	F			

\* Based on program approved for fall 2015.

**Finding #1: Although the preparation of candidates at the secondary level by traditional programs is weak, a much larger share of alternative certification secondary programs earns failing grades.**

Fig. 30 Grades of alt cert secondary programs (N=85)



*The distribution of grades of alternative certification programs is skewed, with only 10 programs (12 percent) earning an “A” or “B” and 37 (44 percent) earning an overall grade of “F.”*

What combination of features is typical in a program that earns a grade of “F”?

- No required minimum GPA, or a required minimum GPA of 2.5, which translates to a B-/C+ average. No standardized test required, or if required, the test only addresses basic skills. Possibly an interview, but no audition.
- No content test required even if the candidate hasn't earned a typical major in the subject (generally 30 credit hours), but has 21 to 24 credit hours of coursework in the subject area. To qualify to teach multiple subjects in science or social studies, the candidate has to be qualified in just one subject (e.g., the transcript lists a lot of chemistry coursework but no other science courses, yet the provider certifies the candidate is qualified to teach any science).
- No or limited fieldwork (a week or less) prior to beginning to teach. No clinical practice.
- After beginning to teach, anywhere from 1-4 formal observations by a program supervisor. May have mentor support, but at best the mentor has had mentor training and has no track record as an effective instructor.

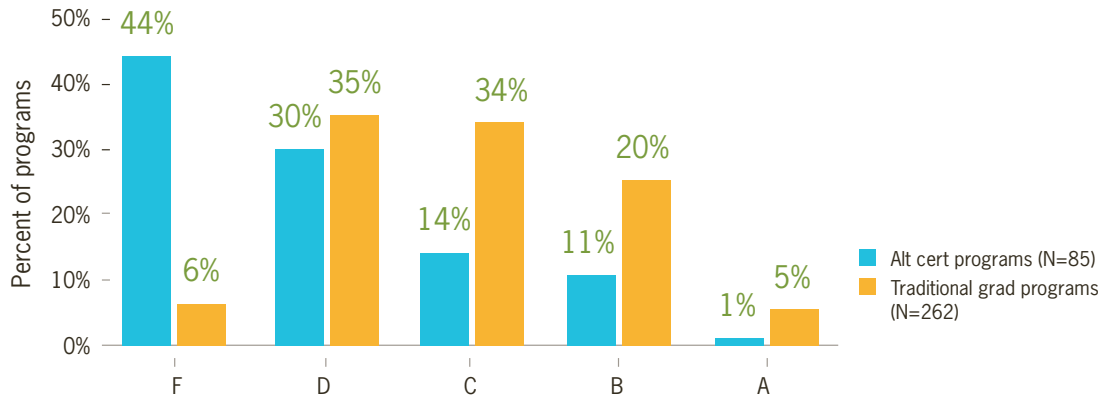
In contrast, what combination of features might earn a program a grade of “A”?

- A required minimum GPA of 3.0 or a documented average GPA of 3.3 or above. Alternatively, a score on an adequate standardized test that places the applicant in the top half of the college-going population. A required audition.
- To teach a single subject, passing a content test or having a major of at least 30 semester credit hours (SCHs). To teach multiple subjects in the sciences or social studies, having 15-SCH minors in at least two subjects.
- Prior to beginning to teach, undertaking clinical practice that involves full class instruction and several formal observations, with a cooperating teacher who is both a capable adult mentor and an effective instructor.
- After beginning to teach, a period of co-teaching with a mentor or frequent observations provided by a program supervisor with ongoing mentor support.



Considering that our alternative certification standards most closely parallel our key standards for traditional graduate secondary preparation programs (with appropriate modifications for supervised practice), the distribution of grades for those traditional programs in *Teacher Prep Review 2014* are provided below for comparison:<sup>39</sup>

Fig. 31 Comparison of grades of secondary programs: Alt cert vs traditional graduate



Comparing the distribution of grades of the alternative certification programs in our sample with the grades of their closest counterparts in traditional preparation (graduate secondary programs) reveals substantial differences. Many more alternative certification programs fail; fewer have average or above average grades.

### How do Teach For America and ABCTE fare?

Because **TFA** and **ABCTE** are two of the most well-known alternative certification programs — in fact the only ones we find mentioned frequently by name in state regulations — their performance as analyzed in this review may be of particular interest.

#### Teach For America

Since TFA policies and practices are nearly uniform across the country, it may be surprising that the eight TFA regions included in the sample did not earn the same grades. As mentioned above, the Massachusetts region earned an “A,” the only such grade in the sample, having met the **Selection Criteria** and **High School Content Standards** and nearly meeting the **Supervised Practice Standard**. However, four TFA regions earn “Bs” (**Arkansas, District of Columbia, Prince George’s County Public Schools (MD), and Baltimore (MD)**) and three earn “Cs” (**Colorado, Connecticut, Mississippi**). These last three regions share the same high scores on the **Selection Criteria** and **Supervised Practice Standards**, but differ on scores on the **High School Content Standard**. The difference stems from the fact that the different TFA regions do not adjust their testing and/or transcript review requirements to meet a single national standard, only requiring what is mandated by the states in which they reside. The lower-performing TFA regions allow candidates to teach in one or two areas of multiple-subject certification (general science and/or general social science) for which no state requirements or guidelines satisfy NCTQ’s standard.

Given TFA’s enviable record on delivering effective teachers into the classroom (see Appendix C), our scores on their content preparation may seem off base. However, much as we appreciate the contributions TFA teachers make to America’s education institutions (including the contributions of the four TFA alums on NCTQ’s staff), we note that TFA teachers’ performance is being judged on a relative basis in K-12 schooling in which weaknesses abound.

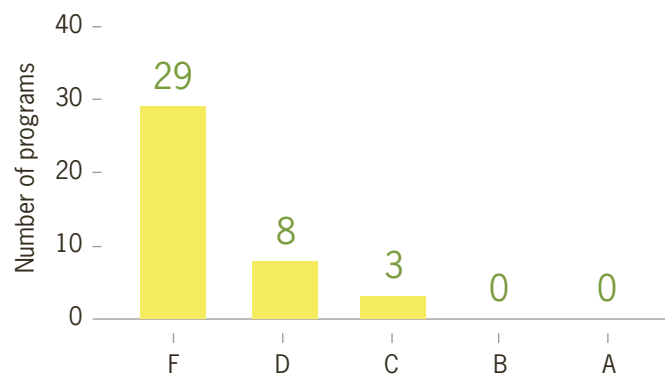
**ABCTE.**

The sample includes five ABCTE programs in **Idaho, Mississippi, Missouri, Pennsylvania** and **South Carolina**. Grades for these programs are also affected by state context, for the same reasons as those noted above to explain the variation in scores for TFA regions. The ABCTE programs in Idaho, Missouri, Pennsylvania and South Carolina earn grades of “D,” whereas the Mississippi provider earns a grade of “C”; the fact that it offers no multiple-subject certification means that the content proficiency of its interns is assured by testing requirements.

**Finding #2: Because the vast majority of the Texas programs evaluated earn failing grades, the sample’s grade distribution improves enormously when grades of Texas programs are not factored into the results.**

As mentioned earlier, because about 40 percent of the state’s teachers are produced by alternate routes, a disproportionate share of the programs in this sample (45 percent) is located in Texas. Nonetheless, the mere fact that a large share of the sample is based in Texas does not explain differences in grades. What accounts for this difference in grades comparing programs outside of Texas and those within? The answer to this question lies in the graphic below, showing the distribution of scores for the 40 Texas programs. Virtually all Texas programs get failing grades.

Fig. 32 Grades of Texas alt cert programs (N=40)

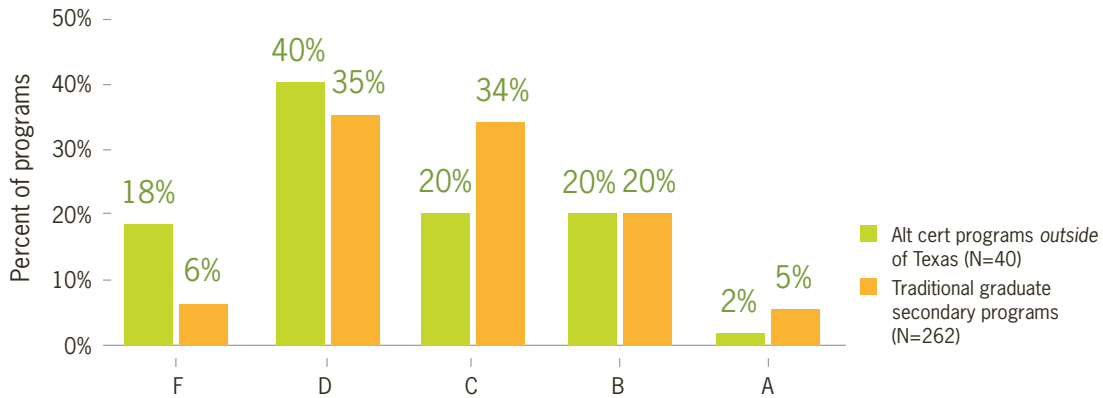


*The distribution of grades of Texas alternative programs in the sample mirrors that of the sample as a whole as shown in Fig. 30.*

When the grades of alternative certification programs located outside of Texas are compared to those of graduate secondary programs, the distributions of grades are much more similar.



Fig. 33 Comparison of grades of secondary programs: Alt cert programs *outside* of Texas vs traditional graduate

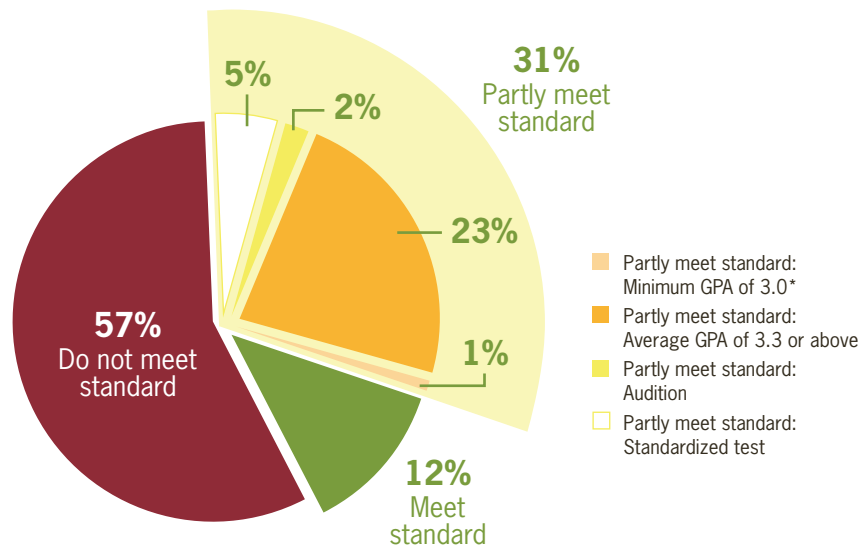


Looking only at grades of alternative certification programs outside of Texas, the distribution is fairly close to that of traditional graduate secondary programs.

What accounts for the low grades in Texas? Clearly state regulations play a large role; an examination below of the distribution of scores on each standard, with attention drawn to the relevant state regulations in Texas, will make this clear.

**Finding #3: Over half of the alternative certification programs have inadequate admissions standards.**

Fig. 34 Scores of alt cert programs on the Selection Criteria Standard (N=85)



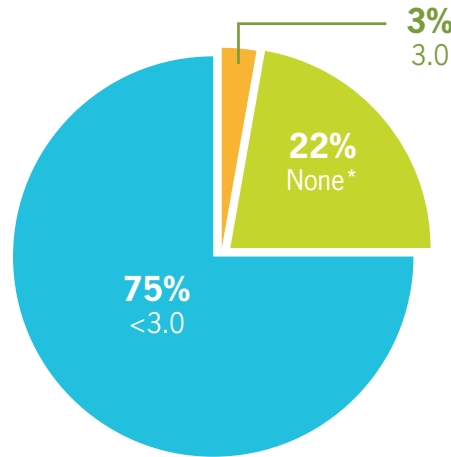
\* One provider requires a 3.0 min GPA and has an average GPA of 3.3 or above.

Well over half (57 percent) of the sample has no selection criteria that even partly satisfy NCTQ's standard. To meet the standard it is necessary to require a minimum GPA of 3.0 or obtain a 3.3 (or above) average GPA for a cohort and require an audition, something only 12 percent of all programs require.

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Grade inflation has been documented in recent years, with average college GPAs increasing. Accordingly, an applicant applying mid-career to an alternative certification program may have earned grades at a time when grading standards were slightly higher. Still requiring only a GPA of 2.5 is substantially below the current national average GPA of 3.0-3.3.<sup>40</sup> In fact, these data do not just reveal programs having set too low a standard; some have no standard at all.

Fig. 35 What are alt cert programs' requirements for minimum GPAs? (N=85)



\* Includes programs that have a variety of requirements, of which a minimum GPA is only one possible requirement.

*Only 3 percent of programs in the sample require a minimum GPA of at least 3.0.*

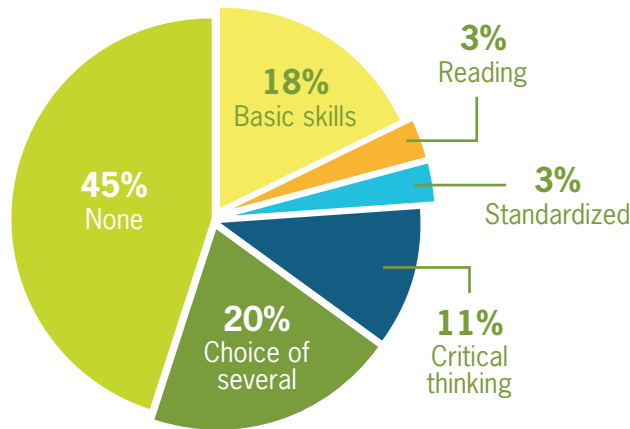
There are some limited signs of change. Texas regulators are considering a proposed increase of the minimum GPA for admission from 2.5 to 2.75 and Arkansas' state alternative certification program will increase its current GPA requirement of at least 2.7 to 2.9 in 2015.<sup>41</sup>

Almost half of alternative certification programs (45 percent) require applicants to take admissions tests, but most only require a low-level test of basic skills in reading, writing, and math that is designed for teachers (the PRAXIS I or its equivalent). The type of standardized test that would be an acceptable alternative to a requirement of a 3.0 GPA (the ACT, SAT, GRE or an equivalent) is required by only 3 percent of the programs in the sample.





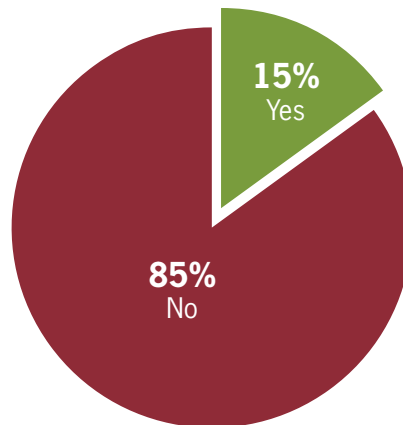
Fig. 36 What are alt cert programs' requirements for admissions tests? (N=85)



Slightly more than half (55 percent) of alternative certification programs require some kind of admissions test, but few (3 percent) require an appropriate standardized test of general academic aptitude. One in five programs provide so many choices to candidates that their requirement is hard to categorize.

Although interviews are commonly required for admission, auditions are not.

Fig. 37 What proportion of alt cert programs require auditions for admission? (N=85)



Just over one in seven (15 percent) alternative certification programs require an audition as part of the admissions process.

### How to Become A Teacher in Texas

*Five Easy Steps that begin with a phone call!*

- ✓ **Step 1: Appointment to determine your eligibility**
- ✓ **Step 2: TExES Content Exam for your certification area**
- ✓ **Step 3: Preparation Program Institute & Field-based Experience**
- ✓ **Step 4: Choose your route to teach! Internship OR Clinical Teaching Practicum**
- ✓ **Step 5: Receive your STANDARD TEACHER CERTIFICATE!**

*Begin your teaching career NOW!*

From ACT Houston [website](#).

### What about Texas?

Texas regulations for all teacher preparation programs, traditional and alternative, require a minimum GPA of only 2.5. Moreover, while an interview or other screening device is required, no audition is required (and the interview can range from a commercially designed one such as the “Haberman Star Teacher Pre-Screener” to an “open-ended” phone conversation). A provider may choose to require an appropriate test as a demonstration of basic skills in reading, written communication and mathematics,<sup>42</sup> but there are so many possible alternatives (including an undergraduate degree from any accredited college or university in the United States) that few programs do so. Only one Texas program meets this standard,<sup>43</sup> and nine other programs partly meet the standard, four for having average GPAs of at least 3.3,<sup>44</sup> four for requiring an appropriate standardized test with nearly sufficient cut scores,<sup>45</sup> and one for requiring an audition.<sup>46</sup>

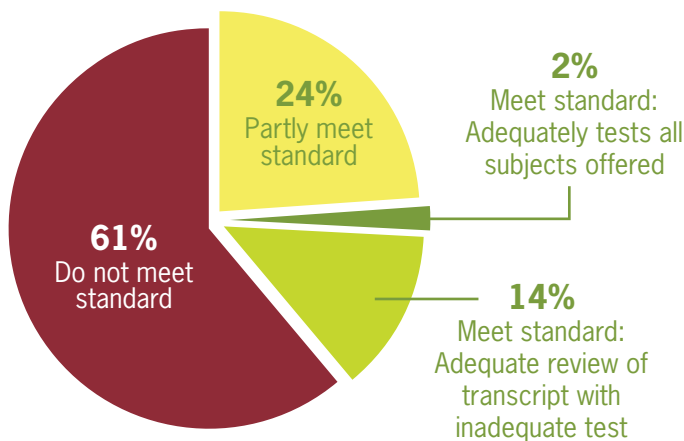
Texas programs’ advertisements in many cases seem to focus on the speed at which anyone can become a teacher (see graphic to left), rather than on the fact that teaching is a challenging profession that requires academic and other talents. For example, **ACT Houston** advertises on its website, “No matter what your major or the type of Bachelor’s Degree that you hold... ACT Houston offers content and grade level certification for you to enter the classroom quickly — without any additional university coursework.” Likewise, the **Texas Institute for Teacher Education** says “Earn full teacher certification within 12 weeks.”

The only Texas provider we could identify that emphasizes the importance of recruiting talented applicants over recruiting as many (paying) applicants as possible is the **YES Prep Public Schools: Teaching Excellence Program**, which has established a “Talent Strategy Team” to attract, acquire and hire new interns at more selective IHEs such as Texas A&M, the University of Texas at Austin, and Rice University (within Texas), and Stanford, Harvard, Columbia, Michigan, Lewis & Clark, Vanderbilt, and the University of Virginia (outside of Texas).



**Finding #4: Most programs evaluated (85 percent) fail to ensure that their teachers are proficient in every subject programs claim to qualify them to teach.**

Fig. 38 Scores of alt cert programs on the **Subject Area Expertise Standard** (N=85)



*Alternative certification programs are not requiring that candidates demonstrate content proficiency before entering the classroom, or they use inadequate tests for that demonstration. They also do not supplement testing with transcript reviews. Only 16 percent of programs ensure that candidates “know their stuff.”*

NCTQ's standards on content proficiency in both traditional and alternative certification shine a light into the darker, often ignored corners of certification, wherein lie multiple-subject certifications in general science and general social science (“social studies”). Teachers who can be assigned to teach high school classes in biology, chemistry, physics, history and government should actually have taken a test that demonstrates their competence or have on their transcript more than a few credits in the subject.

But even for subject areas like English or mathematics where expectations can be much more clear cut, the results are not good: In 30 programs in the sample (35 percent), requirements are inadequate across the board due to the fact that testing is optional and/or coursework preparation standards are inadequate.

The rationale for these lax requirements is unclear. For example, **Tennessee** has an exemplary secondary certification structure and accompanying testing requirements, and no candidate graduating from a traditional teacher preparation program is exempt from testing. Yet applicants to a Tennessee alternative certification program — who should have to meet more stringent standards for demonstration of content since they have not necessarily graduated from

Of 40 Texas programs in the sample, **McLennan Community College's** program is most explicit about the skills mentor teachers should possess: Conferencing skills, ability to provide quality instruction to adults, good interpersonal skills, demonstrated diplomacy skills, demonstrated tolerance of others, demonstrated good role model for novices.

**ABCTE** programs in Idaho, Missouri, Pennsylvania and South Carolina recommend that candidates select their own mentors, a remarkable suggestion given that the candidates have had no experiences that would equip them to assess the relevant capabilities of any colleague.

a regulated teacher preparation program whose coursework is presumably approved — may forego testing if they have only 24 SCHs of relevant content coursework on their transcript.

### What about Texas?

Texas regulations allow for two possible approaches to assuring content preparation before candidates enter the classroom: (1) a requirement that candidates take a pre-admission content licensing test (PACT) that is substantively the same as the licensing test normally taken at the end of preparation programs of any type, or (2) a transcript review to ensure that candidates have taken at least 24 SCHs in the subject they wish to teach.

Both of these approaches are inadequate, but for different reasons. The first is inadequate to the task of ensuring that candidates seeking any one of four types of multiple-subject certifications for grades 8-12 (Physical Science, Physics/Mathematics, Science, Social Studies) are adequately tested in every subject they will be certified to teach. The second is inadequate because 24 SCHs is too few credits for content proficiency even in single-subject certifications such as mathematics, and certainly too low for multiple-subject certifications. Only if a Texas provider goes above and beyond state regulations in terms of transcript reviews, as one soon will do,<sup>47</sup> can the provider partly or fully meet the standard.

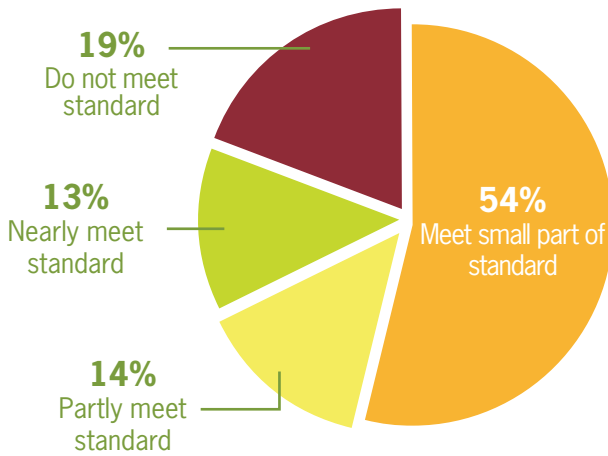
With the exception of programs in **California** and **Tennessee**, all of the programs in the sample are located in states whose content testing is either inadequate across the board, or inadequate for multiple-subject certifications.<sup>48</sup> Even when testing is partly or fully adequate, as it is in **Tennessee**, it may not be required before the candidate enters the classroom as the teacher of record. Looking at programs outside Texas, in the absence of adequate testing, only in **Wisconsin** was a program's transcript review process adequate for a multiple-subject certification — in this case, general science.

Granted, the problem of inadequate testing is one that states need to fix (and we certainly propose as much in our *State Teacher Policy Yearbook*), but there is nothing that stops providers from exceeding state requirements to better serve the interests of the teachers they produce and the students of those teachers.



**Finding #5: By every measure, training and coaching offered to alternatively trained candidates is inadequate.**

Fig. 39 Scores of alt cert programs on the Supervised Practice Standard (N=85)



*Just over half the sample (54 percent) “meets a small part of the standard;” no program fully meets the supervised practice standard.*

Although there were nearly limitless versions of support offered to alternative certification teachers by these programs, all fell short mostly because of inadequate opportunities to practice full class instruction in clinical practice and/or the absence of intense training and coaching in the first weeks of the internship. The standard we applied was constructed to accommodate the limited time available to train and coach alternatively prepared candidates.

*For more information on how we have categorized programs’ support of practice in three different models — clinical practice, internship and hybrid — see [Appendix C](#).*

**Nature of fieldwork**

In keeping with our **Student Teaching Standard** for traditional teacher preparation, our standard here does not consider the features of fieldwork. Few details are provided on the exact nature of the fieldwork most programs offer. However, where descriptions were provided and fieldwork appeared to be sufficiently structured to be of value, we would mention it in this report. In contrast, those details that are available make it appear that in some programs, fieldwork might better be described as “field trips.” For example, two Texas programs advertise that attending a football game can count towards the required 30 hours of “interactive field experience.”<sup>49</sup>

**Pasadena Independent School District’s** program is the only Texas program of 40 in the sample to require that teachers apply to be mentors and provide references, as opposed to relying on principals to select mentors.

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### Length of clinical practice

Our standard looks for at least eight weeks of clinical practice. In six programs that strongly emphasized practice before entering the classroom, the length ranged from five weeks to a full semester. For those programs that paired clinical practice with internships, the length of time spent in the classroom ranged from a few days to seven weeks.

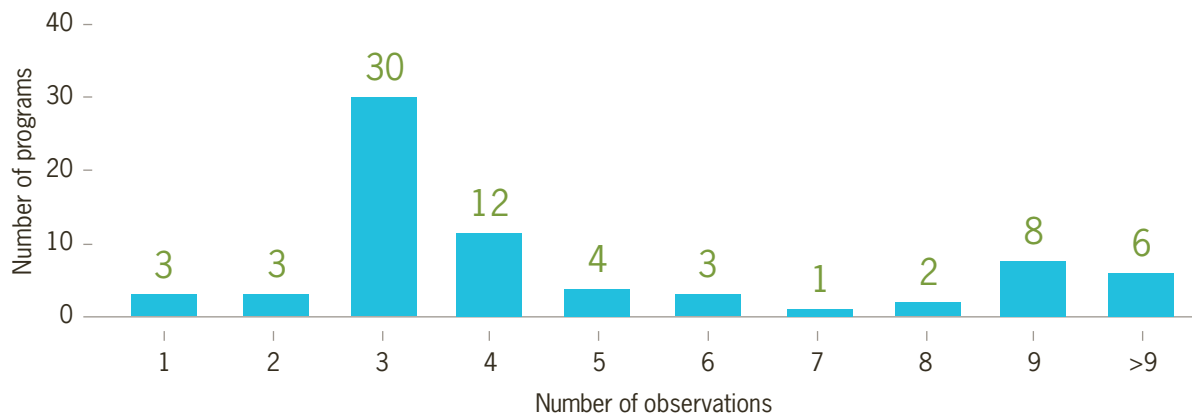
### Length of co-teaching

Our standard looks for at least six weeks, with a gradual reduction in intensity after the first month of school. Only two programs offer a period of anything approaching co-teaching, in one case for two weeks, in another for four weeks, described as “intensive mentoring at the beginning of the program.”<sup>50</sup>

### Number of formal observations

Our standard looks for at least five formal observations in the eight-week period of clinical practice or in the first 12 weeks of an internship. The graphic below shows, for the programs for which an explicit number is advertised, the combined minimum number of formal observations provided by the program supervisor over the course of the combination of any clinical practice and the entire first year of the internship.<sup>51</sup>

Fig. 40 Total number of formal observations of alt cert candidates in their first year (N=72\*)



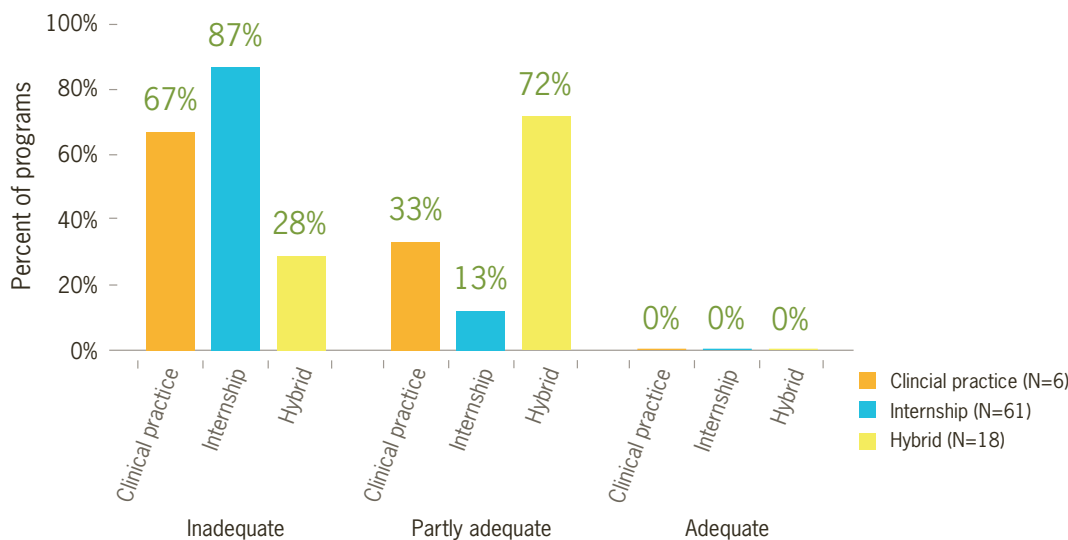
\* Does not include programs for which the number of formal observations is discretionary or not specified.

*In well over half (58 percent) of the programs for which this number could be determined, candidates receive only three or four observations. In a significant number (8 percent), candidates receive only one or two.*

Considering the nature of training and coaching in a holistic manner, the graphic below illustrates the portion of each model that earned scores of “inadequate,” “partly adequate” and “adequate.”



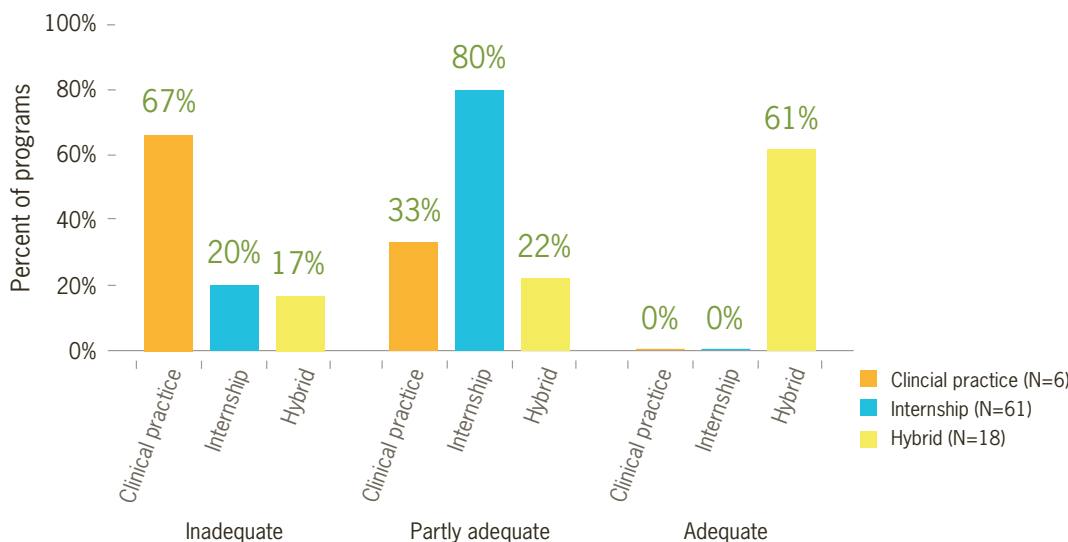
Fig. 41 Supervised Practice: Training and coaching



Not a single provider had “adequate” training and coaching — meaning they did not fully satisfy any part of the first indicator of the Supervised Practice Standard — whether they relied on clinical practice, an internship or a combination of the two in a hybrid.

The second indicator in the **Supervised Practice Standard** pertains to the characteristics of the cooperating/mentor teacher. The graphic below illustrates the share of programs whose required characteristics are evaluated as inadequate, partly adequate or adequate on the indicator.

Fig. 42 Supervised Practice: Mentor characteristics



Only 13 percent of the overall sample of programs satisfy the indicator by requiring that mentors be both capable mentors and effective instructors, and all of the programs that do so are hybrid programs.

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Only the **Teaching Fellows** and **TFA** programs, and **Houston Independent School District's Effective Teacher Fellowship** (together accounting for 11 programs in the sample) require that the teacher who works with teachers in clinical practice also be an effective instructor, as measured by student learning. This requirement is phrased as “a track record of raising achievement in challenging classrooms” by the **Teaching Fellows** and “quantifiable success as a classroom teacher” by **TFA**. The **Effective Teacher Fellowship's** mentors' evaluations (partly based on student performance data) must be at the top or next to the top level.

### What about Texas?

It's instructive when placing the Texas results on the **Supervised Practice Standard** in context to know that under Texas regulations a program supervisor need not formally observe a teacher candidate until six weeks into the candidate's internship. (The supervisor needs to establish contact within two weeks, but the contact can be by email.)

Texas programs' relatively low scores on this standard can be attributed to the following:

- Only three programs out of 40 offer the opportunity for clinical practice prior to the beginning of an internship.<sup>52</sup>
- Only six programs provide more than nominal levels of mentor support.<sup>53</sup>
- Well over half (60 percent) of programs have supervisors conduct a minimum of three formal observations over the full internship — meeting, but certainly not exceeding, the required minimum number of observations required by the state.
- Only six programs provide structured mentor support that is relatively strong, although still far from the level contemplated by NCTQ's requirement of a significant period of co-teaching at the beginning of the internship.<sup>54</sup>
- Only one program's mentors are explicitly required to be effective instructors, as measured by student performance.<sup>55</sup>

Texas does require that interns be provided with mentors and that mentors have appropriate training. However, that is as far as the regulations go, leaving programs to decide if they will accept any teacher a principal selects, regardless of the teacher's years of experience or instructional performance. Even those providers that do set a bar for instructional performance do so at a level that can hardly inspire confidence in the candidate: for example, “at least one year of successful teaching.”<sup>56</sup>





## V. Recommendations

### Traditional Teacher Prep

Although there have been some encouraging signs of progress, much work remains to be done to achieve the system of teacher preparation all teachers and students need and deserve. Even after expanding the scope of this year's edition by nearly 40 percent, the portrait of an "industry of mediocrity" in last year's first edition of the *Review* remains accurate.

The power to transform teacher preparation *lies primarily with the consumers of teacher preparation* — aspiring teachers and school districts — who should make more informed decisions by looking to the programs that add value and staying away from those that do not. But policymakers and teacher educators within the walls of higher education institutions must also play a role. Only sustained attention and effort by higher education professionals, state leaders and the public at large will move the needle.

### Recommendations for aspiring teachers

Aspiring teachers (and their parents) can find more guidance in our [appendix](#) on how to use the *Review* as they shop for programs.

Fig. 43 Institutions whose programs are Top Ranked and whose tuitions are relatively low

#### Undergraduate Elementary

Institution	In-State Tuition	Out-of-State Tuition	Institution	In-State Tuition	Out-of-State Tuition
Texas A&M University	\$8,506	\$25,126	Fort Hays State (KS)	\$4,358	\$12,821
Northwestern State University of Louisiana	\$6,207	\$16,327	CUNY – Hunter College (NY)	\$6,129	\$12,639
Louisiana State University and Agricultural & Mechanical College	\$7,873	\$25,790	Texas A & M University – Corpus Christi	\$7,172	\$15,668
University of Houston (TX)	\$8,401	\$16,897	Ball State (IN)	\$9,160	\$24,124
Eastern Connecticut State	\$9,376	\$20,881	Delta State (MS)	\$6,562	\$6,562

## NCTQ Teacher Prep Review

**Undergraduate Secondary**

<b>Institution</b>	<b>In-State Tuition</b>	<b>Out-of-State Tuition</b>	<b>Institution</b>	<b>In-State Tuition</b>	<b>Out-of-State Tuition</b>
Western Governors (UT)	\$6,070	\$6,070	CUNY – Hunter College (NY)	\$6,129	\$12,639
Fort Hays State (KS)	\$4,352	\$12,821	Southeastern Louisiana University	\$5,715	\$17,734
Henderson State (AR)	\$7,580	\$13,700	University of North Carolina – Wilmington	\$6,343	\$18,480
Austin Peay State University (TN)	\$6,876	\$21,372	Murray State University (KY)	\$7,044	\$19,164
University of Houston (TX)	\$8,401	\$16,897	Tennessee Technological University	\$7,073	\$22,063

*The in-state tuitions of the institutions listed above are less than the average in-state tuitions of the lowest performing institutions in the Review.*

**Recommendations for school districts**

The most important step districts can take is to clearly communicate their expectations to teacher preparation institutions. For too long, districts have found it difficult to get institutions of higher education to grapple with the need to improve teacher preparation. Instead, districts have had to invest billions of dollars in professional development and remedial programs to mitigate the effects of poor training.

We urge districts to use NCTQ's findings in the following appropriate ways:

1. Accept student teachers only from institutions that are committed to preparing their candidates for the classroom not only because they select academically talented applicants, but also because they provide high quality training *before* student teaching.
2. Conduct recruitment visits at highly ranked institutions even if it means crossing state borders.
3. Use *Review* results as a screening device, narrowing down large pools of applicants for a single position.
4. Where there are no highly ranked programs, match specific needs with institutions that did well on the relevant standard. It would be wise for a district dissatisfied with how well its students are performing in math to search our website to identify the institutions which do the best job preparing math teachers, even if the program has otherwise poor performance.

Resources for districts on using the NCTQ evaluations can be found [here](#).

Districts are also encouraged to examine, and to publicly report, the outcomes produced by the programs that supply the greatest numbers of their teachers to the district. Analysis should be based on the district's areas of need, ranging from performance measures (such as attendance rates, evaluation scores and retention rates) to student outcome measures.



## Recommendations for deans of teacher preparation programs

Over the past year, we have heard from a number of teacher educators that we need to go farther in explaining what our standards mean and the steps we recommend they take to improve their programs. We've taken those comments to heart in this year's edition, and have posted clear and detailed [Standards Guides](#) for deans and teacher educators.

For deans interested in using the *Review* for planning improvements, the first step is to take a look at the [program ranking sheets](#) for the institution. Along with the scores earned by programs for each standard, these sheets have detailed comments about program strengths and areas in need of attention. Coupled with the Standards Guides, the ranking sheets provide a clear road map for change.

Deans may also want to draw on the examples of top scoring programs. In addition to the Standards Guides, we've posted a wealth of resources on our website drawn from teacher preparation, including

- highly rated course syllabi in [early reading](#) and [elementary math](#);
- evaluations of [reading](#) and [elementary math](#) textbooks;
- [student teaching materials](#) and [evaluation instruments](#) used by programs;
- [modules](#) developed by the state of Tennessee on the use of assessment data; and
- [examples](#) of outcomes data being used for program improvement.

### The Forum: NCTQ's Appeal Process

Our number one priority is accuracy. Nonetheless, we do make mistakes, given that we have made no fewer than 19,000 ratings decisions. Last year, in response to appeals by 49 institutions seeking score changes on approximately 294 standards, we made 68 corrections to standard scores.

From June 2014 through September 2014, institutions will be able once again to appeal through our Forum process. Here are the steps to take:

1. Review materials about the NCTQ standards on our website, particularly the Scoring Methodologies (these provide more detailed information than the Standards Guides). Often what appears to be an error in our analysis actually comes down to a misunderstanding of the standard and the indicators that describe how the standard can be met.
2. Be certain about the evidence that needs to be marshaled for NCTQ to consider a scoring change: In June, NCTQ will reach out to all institutions with more details about the Forum process, particularly the kinds of documents that are most relevant for our analysis.

## NCTQ Teacher Prep Review

3. Register for the Forum: To ensure proper tracking, it's important to notify NCTQ that an appeal is forthcoming. Institutions will be provided the address of their unique login page. Deadlines will be posted.
4. Submit the appeal to the Forum: Once an institution has registered for the Forum, it will receive a special link to a web portal where explanations and documents can be uploaded. To fulfill our pledge of full transparency, we will post all submissions on our website along with our responses.

**Here is our protocol for processing appeals through the Forum:**

Appeals will be considered on a first-come, first-served basis. The sooner an institution applies to the Forum, the sooner the appeal will be considered. (Some appeals take longer to evaluate, however, so first-served is not necessarily first-resolved.)

If we decide our analysis stands, institutions will be notified in writing.

If we accept an institution's appeal leading to a change in score at the standard level, we will provide an explanation to the dean of the program and we will also publish the explanation on our website. We will make any corrections to standard scores on the program ranking sheet.

After we have compiled all ranking changes, if the score corrections we have made improve a program's national ranking by 50 or more, we will notify not only the dean of the institution, but also the head of the college or university and any local media that the institution identifies.

**Recommendations for state policy makers**

*Use the Review and other data to drive system-wide improvement*

State policymakers looking to improve teacher preparation in their own state will find the following helpful:

1. [State overview pages](#) which show how programs in a state do on NCTQ standards compared with programs across the country.
2. [Program ranking sheets](#), which detail how individual programs do in fundamental areas of teacher training.
3. [State Teacher Policy Yearbook](#)
4. NCTQ state teacher policy checklist, which can be tailored to your state. To find a checklist for your state, go [here](#) and select your state. Select the page for "[state] Policies" and click on "expand all" to see a checklist of all policy recommendations for your state.
5. [NCTQ brief](#) on how to design teacher prep accountability systems that make use of student achievement data.

States and districts often have a great deal of data, in addition to NCTQ's results, that they can add to the mix — teacher impact on achievement, principal evaluations, first-time licensure pass rates, retention rates and the like — which can be of tremendous help in setting the agenda for program improvement. States such as **Louisiana, North Carolina, Ohio** and **Tennessee** have led the way in developing report cards for teacher prep. But in many other states across the country, we hear from teacher educators that they cannot get access to the data that would be most helpful to them.



State policy leaders should consider convening working groups of deans and key officials to examine the evidence from the *Teacher Prep Review* and other available data to develop ambitious plans for program improvement. **Hawaii** officials recently made such an effort and found that it took an intensive commitment on the part of state, school and higher education officials for six months to get the baseline data. The textbox below describes this initiative.

### Using data to drive improvement in teacher prep: The case of Hawaii

As part of its plan for Race to the Top, Hawaii pledged to develop annual reports on teacher preparation program quality using data on graduate employment rates, retention and, most significantly, evaluation results. The goal: make program quality transparent to policymakers and consumers alike so that programs would have incentives to improve.

This proved to be a heavy lift. The state had little experience in tracking where graduates of its programs ended up. For their part, the deans of Hawaii's teacher preparation programs were frustrated that they had never been able to get this data before and were suspicious of how the data might be used to criticize their programs.

In the summer of 2012, the state began to convene monthly meetings of 10 deans and state officials to work through the challenges of getting clean sets of data and understanding the implications of what the data might mean for changes to how programs do business. Before presenting the actual data, officials decided to give the programs reports with simulated data. This helped move the conversation from potential finger-pointing to constructive and collective analysis.

By the spring of the subsequent year, the deans of the programs had seen preliminary versions of actual reports about their own graduates — and were eagerly seeking more information so that they could determine what adjustments, if any, they should make to their programs.

If this kind of *outcome* analysis were combined with the in-depth analysis of programs in the *Teacher Prep Review*, teacher preparation program leaders and state officials would have a clear set of next steps. For example, if the graduates of a program were not helping their students make headway in math, then the math preparation the programs provide is probably a key factor. The detailed guidance provided by the *Review* on the math content preparation elementary teachers need to be successful would serve as a road map for program improvement.

### High leverage policy changes to consider

State policymakers have the tools at their disposal to drive change on their own. Drawing on our *State Teacher Policy Yearbook's* in-depth analysis, we have developed Teacher Prep Policy Checklists for each state that list specific high-leverage reforms they can make to increase the number of well-trained teachers delivered to their classrooms. The policies on these checklists are by and large low-cost or no-cost changes to states' existing structures of licensing and teacher prep accountability systems, though a few are more outside-the-box and potentially higher impact.

What follows is the full list of policy changes that we urge policy makers to consider. A version tailored to a state can be generated. Choose a state and go to “[state] Policies.”

## State Policy Checklist for Improved Teacher Prep

### Selection Criteria

- Require rigorous teacher prep program admission tests.** Teacher prep programs should screen candidates for academic proficiency before admission by requiring that they earn a score in the top half of the general college-bound population on a test that is designed for that population (like the ACT, SAT or GRE). The Praxis I and similar tests designed only for teacher candidates generally assess skills at the 8th-10th grade level and are inadequate as admission tests.

OR

- Require an admission GPA of 3.0.** Consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.
- Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.** Such a requirement would permit candidates lacking sufficient expertise to remedy deficits prior to entering formal preparation.

### Early Reading

- Test elementary teacher candidates on the science of reading.** Ensure that elementary teacher candidates have sufficient and appropriate knowledge and skills of the science of reading instruction with a rigorous stand-alone test addressing phonemic awareness, phonics, fluency, vocabulary and comprehension. Programs whose candidates routinely require multiple attempts to pass such a test are highly likely to provide inadequate or inaccurate preparation in early reading. Consequently, states should consider using the first-time pass rates on these tests as a measure of program accountability.

### Elementary Mathematics

- Test teacher candidates on elementary math.** Ensure with a rigorous standalone (or separately scored) test that elementary teacher candidates know elementary math at a depth sufficient for instruction, not simply at a procedural level. Programs whose candidates routinely require multiple attempts to pass such a test are highly likely to provide inadequate or inaccurate preparation in elementary mathematics. Consequently, states should consider using the first-time pass rates on these tests as a measure of program accountability.

### Elementary Content

- Use licensing tests that are designed to provide scores for all core subjects.** Whenever subject matter proficiency tests are administered, require that all elementary teacher candidates pass a rigorous content test with separate sub-scores for each core academic subject.
- Ensure that elementary teacher candidates have an adequate course of study in the content they will teach.** Align state standards for teacher preparation to reflect all of the academic areas an elementary teacher needs to know.
- Require that elementary teacher candidates complete an academic content specialization in a “teachable subject.”** A specialization in English, math, one of the social sciences (such as history or political science) or the sciences (such as biology or the earth sciences) both enhances content knowledge and ensures that prospective teachers have taken higher-level academic coursework.



### Middle School Content

- Require that middle school teacher candidates pass tests that ensure their subject matter proficiency in every core subject they will be certified to teach.** Whether certified to teach a single subject or multiple subjects, middle school teacher candidates should pass a test of each core subject included under their license.
- Distinguish middle school preparation from elementary preparation.** Do not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.

### High School Content

- Require that high school teacher candidates pass tests that ensure their subject matter proficiency in every subject they will be certified to teach.** No secondary teacher candidate should be exempted from subject testing on the basis of completed coursework and all such candidates should be tested before they become the classroom teacher of record.
- Ensure that secondary general science teachers have the content knowledge to teach every subject they are certified to teach.** States that offer umbrella general science licenses should require candidates to pass a test or tests that separately measure subject-matter proficiency in each science discipline included under the license. In the absence of such testing requirements, general science-certified teachers who majored in biology, for example, can teach physics having answered few or no relevant questions correctly on a composite science licensing test. Some states avoid this as an issue by offering only single-subject science licenses.
- Ensure that secondary general social science teachers have the content knowledge to teach every subject they are certified to teach.** States that offer umbrella general social science licenses should require candidates to pass a test or tests that separately measure subject-matter proficiency in each discipline included under the license. In the absence of such testing requirements, general social science-certified teachers who majored in economics, for example, can teach history having answered few or no relevant questions correctly on a composite social science licensing test. Some states avoid this as an issue by offering only single-subject social science licenses.

### Special Education

- Eliminate a K-12 “high incidence” special education license that does not differentiate between the preparation of elementary teachers and secondary teachers.** While K-12 licenses may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for teachers of high-incidence special education students, such as those with learning disabilities, who are expected to learn grade-level content. And because the overwhelming majority of special education students are in the high-incidence category, the result is a mismatch between students’ academic needs and teachers’ ability to meet those needs.
- Use licensing tests for elementary special education candidates that are designed to provide scores for all subjects.** Whenever subject matter proficiency tests are administered, require that all elementary special education teacher candidates pass a rigorous content test with separate sub-scores for each subject.
- Require that secondary special education teacher candidates pass tests that ensure their subject matter proficiency in every subject they will teach.** Secondary special education teacher candidates should possess adequate content knowledge in the subjects they will teach. Alternatively, consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

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**Student Teaching**

- Require that cooperating teachers in student teaching placements are effective instructors.** Ensure that teacher preparation programs place teacher candidates with cooperating teachers who have been screened for their ability to further student achievement and can model effective instructional techniques. Also, consider the mentoring abilities of the cooperating teachers when making placement decisions

**Outcomes and Evidence of Effectiveness**

- Collect data that connects student achievement gains to teacher preparation programs.** Such data can include value added or growth analyses conducted specifically for this purpose or teacher evaluation ratings that incorporate objective measures of student learning to a significant extent. Collecting such data is a first step which should be followed by setting minimum performance standards and publishing the data and results publicly.

**Other high-impact strategies**

- Hold teacher prep programs to rigorous standards in inspections.** Revamp current inspections of teacher preparation programs that are performed as a condition of program approval. Almost all states either conduct site visits of teacher prep programs themselves or outsource site visits to accreditors, but these visits have not proven to add value. States instead should deploy inspectors who are 1) professionally trained and managed by an independent agency, and 2) drawn primarily from the ranks of PK-12 principals. Inspectors should conduct visits with little notice and assess program features that are relevant to the needs of public schools in and assess program features that are relevant to the needs of public schools in the state. They would also make their findings available — and understandable — to the public.
- Enforce current teacher prep program regulations.** Many teacher preparation program regulations relating to accountability and program approval now on the books are simply not being enforced. Beef up enforcement and use the program approval process to mete out consequences. Injecting some steel into the spine of enforcement of these and other standards could have a hugely salutary effect, and state program approval is a logical mechanism by which to do it.
- Redirect production to special education and away from areas of overproduction (such as elementary education).** Current production of elementary teachers is well over twice the supply necessary and special education is an area of chronic shortages. Encourage institutions to train more special education teachers by imposing limits on the number of candidates they can recommend for certification in high supply areas, such as elementary education.
- Cap the number of graduates for whom teacher prep programs can recommend certification.** Set a fixed limit on the number of licenses in each teaching area that will be issued each year and allocate that number among teacher preparation programs based on their quality. Right now, states allow institutions to produce as many teachers as they like. Instead, a state could decide each year how many licenses to make available, rewarding strong-performing programs (however judged) by allotting them a higher number of licenses and starving low-performing programs by allotting fewer licenses. Programs would not be prohibited from admitting as many candidates as they choose, but they would not be able to assure candidates that a license and job in the state will be waiting for them.





## Alternative Certification

### Recommendations for alternative certification providers

#### Alternative certification programs need to raise the bar for admission.

Developing academic talent in students requires academic talent in teachers. Although professional experience may sound like an attractive alternative, it is only a possible complement. Applicants should be evaluated on one of several measures of academic talent (GPA, scores on the ACT, SAT or GRE, or any other standardized test normed to the general population). Because academic talent is necessary but not sufficient for effective teaching, applicants should also have to undergo an audition. Auditions including real teaching episodes and structured interactions with students or peers are important; unlike traditional programs with teacher educators, alternative certification programs have little time in training to gauge whether a candidate has classroom presence, interpersonal skills and the “grit” that may be a critical element for success in challenging classrooms. Videoconferencing can be used for auditions if candidates cannot easily travel to audition sites.

#### Teachers being delivered by alternate routes should “know their stuff” in every subject they can be assigned to teach.

Enabling individuals who knew the content to get into the classroom quickly was one of the motivations for establishing alternative certification. Yet in some cases for single-subject certification, and in almost all cases for multiple-subject certification, content-related requirements are too low.

Unless a subject-specific licensing test is required before a candidate enters the classroom as the teacher of record, the candidate should have 30 SCHs of coursework — the minimum amount of coursework defined by most universities as constituting a major — in the subject she or he will be certified to teach.<sup>57</sup>

For multiple-subject certification, alternative certification programs cannot change the 45+ different Rube Goldberg arrangements of certification types, testing requirements and approved course assignments in most of the states and the District of Columbia, but they can take some simple steps: Candidates for multiple-subject certification need to demonstrate proficiency in at least two of the subjects they will teach, either by taking two subject-specific content tests, or by having two 15-SCH minors on their transcript.

And if alternative certification isn’t the right approach to crack the nut of teacher shortages in science, it may be time to use another nutcracker: innovative distance learning arrangements in which students enroll in online classes with acclaimed expert teachers. Certainly this approach would be preferable to staffing schools with teachers who are out of their depth teaching physics and chemistry.

#### Alternative certification program should be based on the premise that it takes intense training and coaching to enable a teacher candidate to “hit the ground running.”

The only remedy to the sink-or-swim approach that defines most of the alternative certification programs in this study is to provide some period of real teaching in a real classroom in advance of the beginning of the school year, and — if that period is not sufficiently long — to provide the teacher candidate with nearly constant support for the first several weeks of school. Such support can be phased down to more typical periodic mentoring after the whirlwind pace of establishing classroom routines and working out instructional glitches slows. The program supervisor who provides formal observations before the start of the school year and immediately after its start adds the linchpins to ensure that the candidate is moving steadily on the learning curve.

## NCTQ Teacher Prep Review

Because it is difficult for teacher candidates to rise above the level of effectiveness of their mentors, alternative certification programs need to secure better mentor teachers. It is hard enough for a cooperating teacher/mentor who is an effective instructor to coach a teacher candidate on instructional strategies, making it inconceivable that a non-effective mentor can do so, regardless of interpersonal skills working with other adults. Any teacher tapped to coach and otherwise support alternative certification teacher candidates must be, as **Teach For America** puts it, a “quantifiably successful” teacher.



## VI. Selected Issues Raised by the *Review* and Conclusion

The *Teacher Prep Review* is a groundbreaking effort. On a massive scale never before undertaken for any field in higher education, we seek to identify components of teacher education that should be common to programs without regard to a program's location, size, affiliation or body of candidates, and to ascertain the degree to which each program provides these components.

Even a 1,000-page report would not be sufficient to explore all the potential implications of our findings, but here are a few important questions raised by the results that need to be addressed:

### Why is elementary teacher preparation so weak compared to secondary teacher preparation?

Elementary programs continue to be far weaker than their secondary counterparts, with 1.7 times as many elementary programs as secondary programs found to be failing. The graphics below illustrate the differences in the distribution of raw scores of both elementary and secondary programs, with a larger proportion of elementary programs scoring 50 or less (on a 125-point scale) and a smaller proportion of elementary programs scoring 83 or more.

### How big is the *Review*?

Number of institutions: **1,127**

Number of programs: **2,400**

Number of reading textbooks reviewed: **962**

Number of elementary mathematics textbooks reviewed: **19**

Number of student teacher evaluation instruments analyzed: **3,500**

Number of syllabi collected: **18,480**

Number of ratings: **19,000**

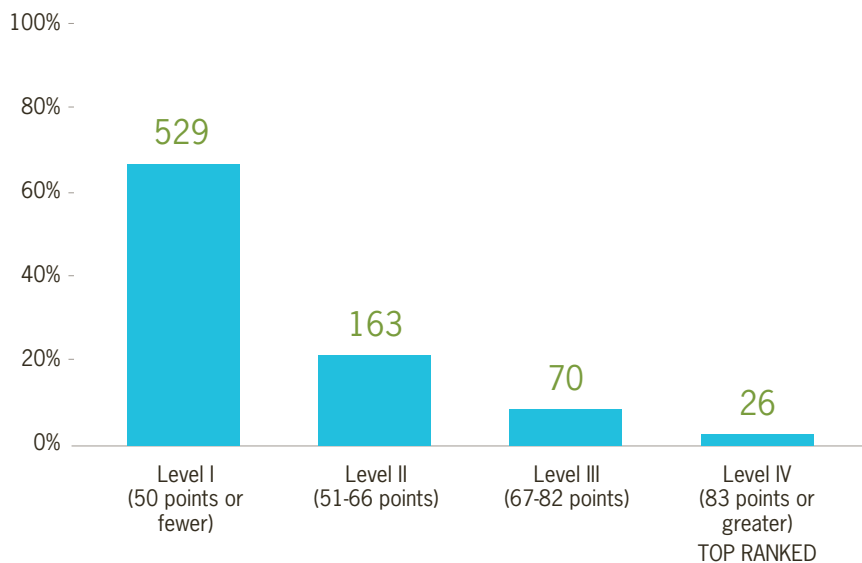
Number of staff, analysts and expert reviewers: **88**

Average time it takes to rate a program on a single standard: **80 minutes**

Average time it takes to rate an institution: **15-37 hours**

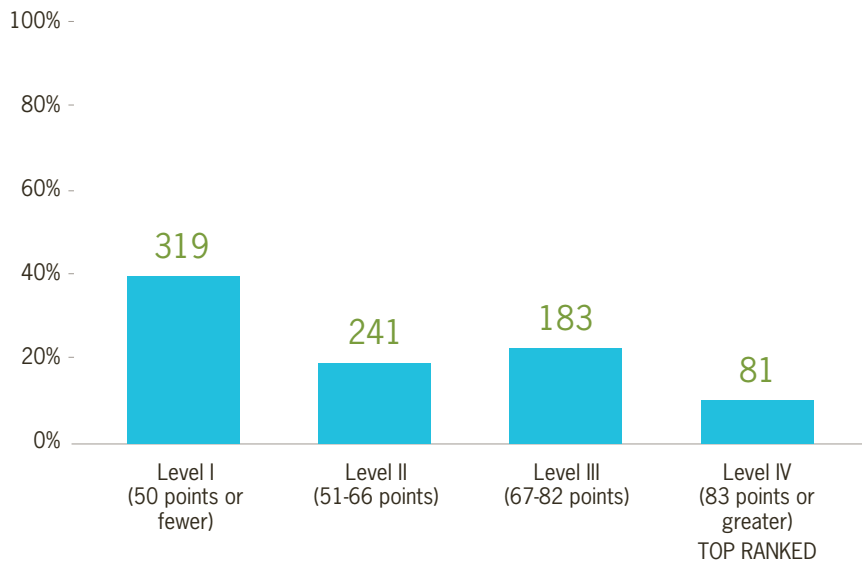
NCTQ Teacher Prep Review

Fig. 44 Distribution of raw scores of elementary teacher preparation programs (N=788)



This graph displays the raw scores of the 788 ranked elementary programs in the Review. The highest score is 114 on a 125-point scale. The average score is 42. Sixty-seven percent of programs fall within Level I in terms of performance ( $\leq 50$  on a 125-point scale).

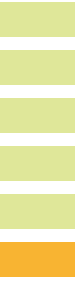
Fig. 45 Distribution of raw scores of secondary teacher preparation programs (N=824)



This graph displays the raw scores of the 824 ranked secondary programs in the Review. The highest score is 121 on a 125-point scale. Secondary program performance is better than its elementary counterpart, but the largest group of programs is still only at Level I in terms of performance ( $\leq 50$  on a 125-point scale).

The poorer performance of elementary programs speaks to both the specialized training elementary teachers need and its continuing neglect.

As we discuss in the findings for Standard 2: Early Reading (see page 36), the teacher education field continues to disregard scientifically based methods of reading instruction, the most critical component of elementary teacher preparation: coursework in just 17 percent of elementary and special education programs equips candidates to use all

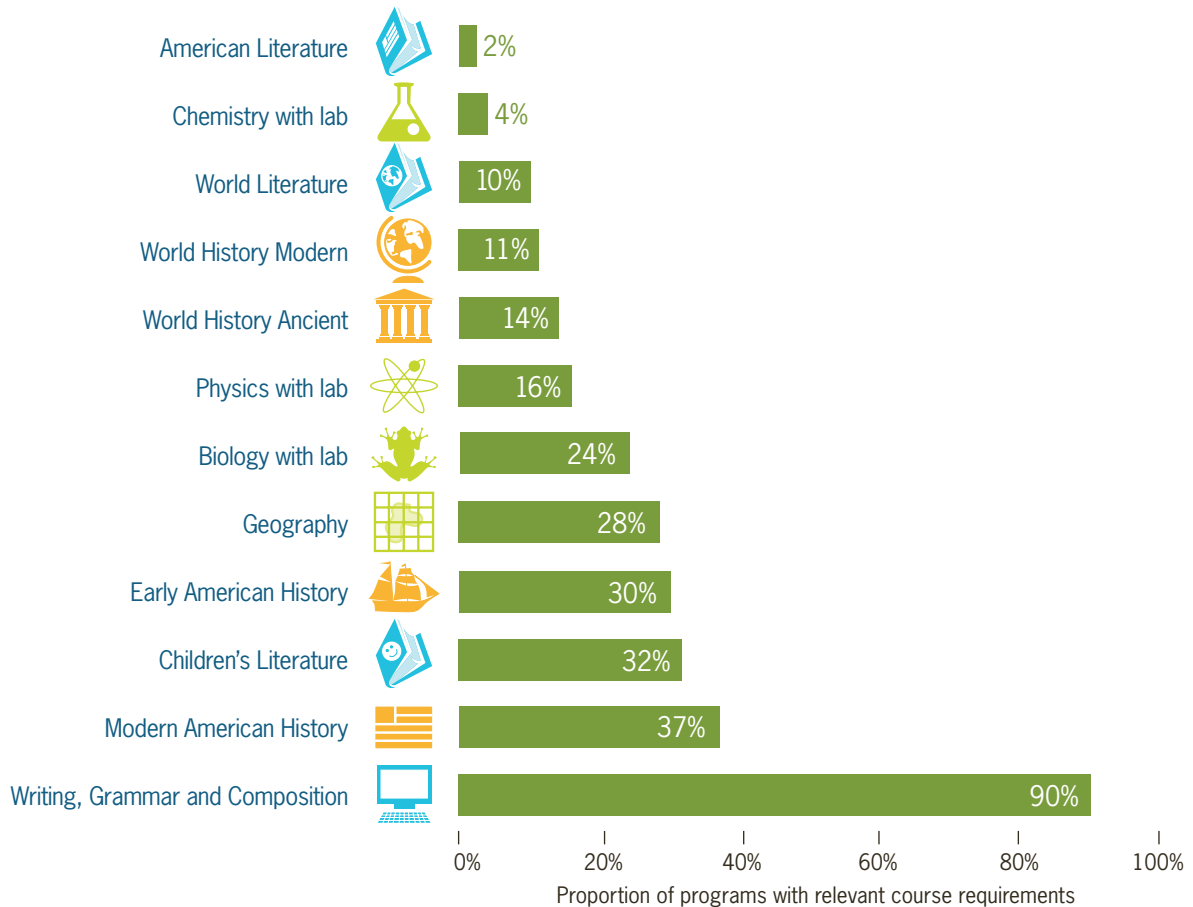


five fundamental components of reading instruction, helping to explain why such a large proportion of American school children (30 percent) never learn to read beyond a basic level.

The field also maintains a scattershot approach to STEM preparation of elementary teacher candidates. Looking across 907 undergraduate and graduate elementary programs, nearly half (47 percent) fail to ensure that teacher candidates are capable STEM instructors: these programs' requirements for candidates include little or no elementary math coursework and the programs also do not require that candidates take a single basic science course (with most giving candidates free rein to choose from a long list of narrowly focused or irrelevant electives).

In secondary preparation, only 10 percent and 20 percent, respectively, of the middle school and high school preparation programs we evaluated fail to ensure that candidates are prepared to teach every subject they could be certified to teach. In contrast, fully 72 percent of elementary preparation programs fail to require the coursework that would prepare teacher candidates for the core subjects of the elementary curriculum, creating what we have termed the "Capacity Gap."

**Fig. 46 Is Teacher Preparation "College and Career Ready"?**  
(N=885 undergraduate elementary programs)



*New college and career ready student learning standards require broad content knowledge of elementary teachers. Yet few programs require teacher candidates to demonstrate upon admission (through either testing or coursework) that they will be able to meet these higher demands, something we term a very real and disturbing "Capacity Gap."*

It's no wonder that school district superintendents tell us that elementary teachers simply don't know the content they will be teaching.

## Will teacher shortages be exacerbated by the changes in preparation advocated by NCTQ?

Teacher shortages certainly do exist in rural areas, urban areas, and for particular subjects such as special education, and secondary math and science. These shortages are chronic; they have existed for decades in spite of the fact that an enormous number of teacher preparation programs blanket the country and overall levels of enrollment in institutions are more than sufficient to fill all available teaching positions. If having well over 1,000 institutions generally overproducing teachers has not solved any shortage problem to date, we think that the problems and their solutions are simply divorced from the types of institutional changes we advocate to the extent that those changes may affect teacher production.

The solutions to chronic teacher shortages may come from greater use of distance learning, blended learning — or even boarding schools for the remote regions of states like Alaska. The solutions will not come from continuation of the status quo.

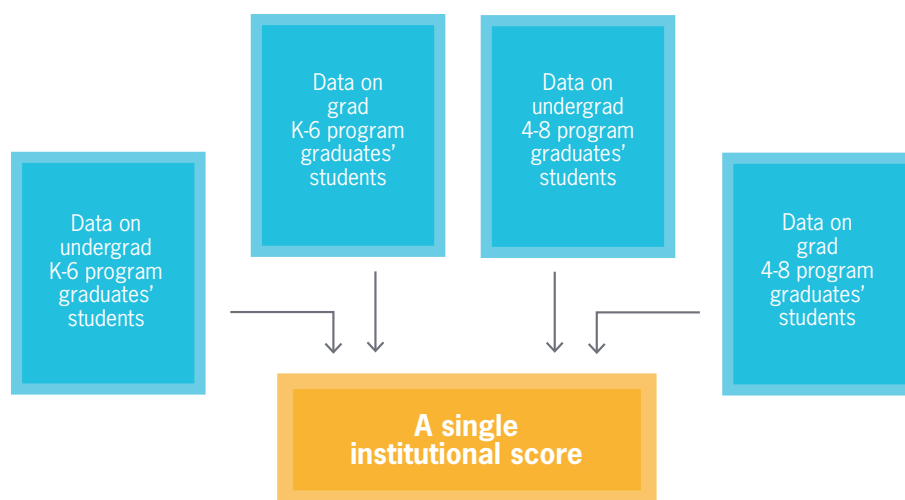
## What is the relationship between NCTQ findings and states' "value-added" models?

A number of states, including Tennessee, Louisiana, North Carolina and Ohio, have produced reports about the effectiveness of an institution's teacher graduates, using so-called "value added modeling," or VAM. There seems to be a correlation between NCTQ findings and VAM models for some institutions, such as **Lipscomb University** (TN) and **Louisiana State University**, but what about findings that seem not to correspond?

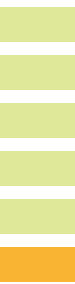
### Two factors that may contribute to this lack of correspondence

First, NCTQ looks at individual teacher preparation *programs* (e.g., undergraduate elementary programs certifying teachers in grades K-6), which are usually just *one* of several programs for elementary and middle school teachers offered by an institution. In contrast, every state report except for North Carolina's describes the effectiveness of all the graduates from an *institution* who teach in grades 4-8 (graduates from elementary and middle school programs, often including both undergraduate and graduate programs). The graphic below illustrates the approach taken by most states.

Fig. 47 States combine the outcomes of multiple programs to produce a single score.

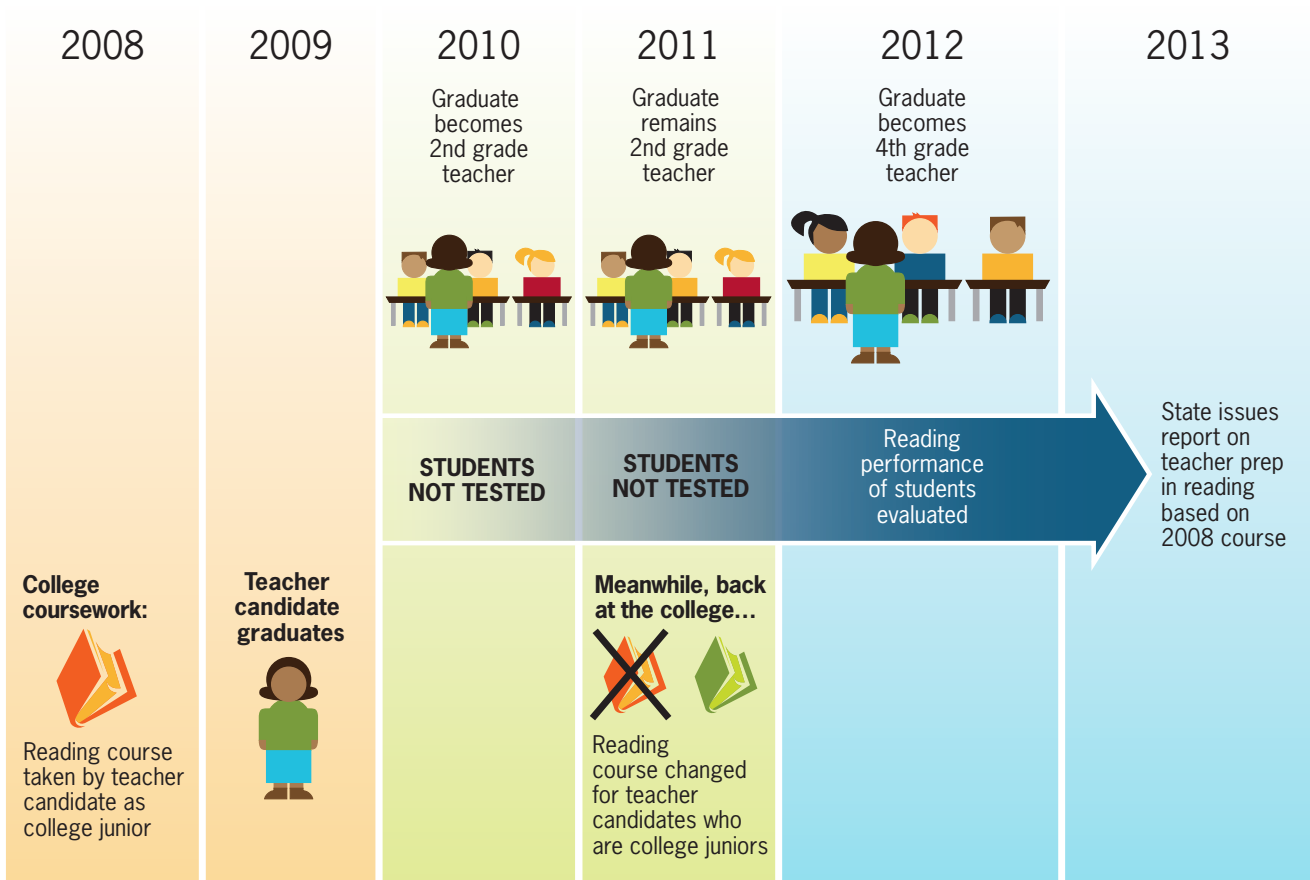


*In contrast to state VAMs, NCTQ evaluates each program individually, as programs' fundamental approaches to preparation even on the same campus can vary dramatically.*



Second, NCTQ evaluates the *most current program* for which we have been able to obtain information. States, however, are evaluating the program that may have been delivered as many as five years earlier. There can be a considerable time lag between when a candidate receives training in a program and when the effect of this training on the quality of instruction is measured. The graphic below illustrates the potential impact of this time lag with a simplified example of reading preparation.

Fig. 48 State VAM results may be outdated



NCTQ's evaluation of the preparation provided by a college's 2011 reading course may differ from a state's VAM report based on the performance of graduates who took the college's 2008 reading course.

Acknowledging these differences does not negate the need for NCTQ to conduct more research linking program practices and teacher effectiveness, providing at least more guidance on how to properly weight scores on each standard when computing programs' overall rankings. To that end, we are making our dataset available for a North Carolina study designed to shed light on the relationship between scores on our standards and teacher effectiveness. Because North Carolina teacher effectiveness data are tagged for specific preparation programs (unlike data used in any other state), and because the study will adjust the collection of data to account for the potential time lags noted above, this study may provide meaningful insights into the relationship between NCTQ evaluations and outcomes data.

For a more extensive discussion of the state data models that generate reports on the effectiveness of institutions' teacher graduates, see our report, [Teacher preparation program student performance data models: Six core design principles](#).

## Why do graduate programs perform particularly poorly?

We find a large disparity in program rankings for undergraduate and graduate programs, especially at the elementary level. In fact, except for the area of student teaching, graduate programs are consistently weaker than undergraduate programs, particularly in elementary math.<sup>59</sup> Graduate preparation is clearly inferior, not because of the quality of instruction, but because it is generally only one to two years in length instead of two to three years like undergraduate programs.

Fig. 49 Average scores of undergraduate and graduate elementary programs on key standards

Standard	Average score: undergrad elementary programs	Average score: grad elementary programs
Selection Criteria	2.2	1.2
Early Reading	1.8	1.3
Elementary Math	1.3	0.1
Elementary Content	1.0	0.9
Student Teaching	0.9	1.0
<b>Combined: Total unweighted average</b>	<b>1.6/4</b>	<b>0.9/4</b>

Scores are presented on a 0-4 scale, with 0 being the lowest score and 4 the highest.

## Why is there a dearth of highly ranked traditional preparation programs in California?

California's unique approach to certification — primarily through year-long postbaccalaureate (“postbac”) programs — has had a deleterious impact on training the state's elementary teachers. With about one-half of the one-year postbac program devoted to student teaching, it is virtually impossible to provide enough time for elementary teachers to get the preparation they need in reading instruction, specialized elementary math coursework and other topics likely to be offered only in a school of education.

California's 1970 law prohibiting undergraduate education majors encouraged something of a “race to the bottom” in elementary teacher preparation in the state, with institutions feeling that they would lose market share if they did not offer the postbac degrees allowed by the law. Fortunately, California has now passed legislation enabling more programs to expand from one year to two.<sup>60</sup>

Although postbac programs may be viable for secondary preparation, the results of California's experiment should give pause to those who believe that abolishing the undergraduate education degree is the key to reforming teacher preparation.<sup>61</sup>





## A future for alternative certification?

We have not analyzed all facets of alternative certification programs and concede that some of the talented individuals they are designed to attract will succeed in the classroom against all odds. Nonetheless, given the inadequacies of most alternative programs and the fact that those inadequacies match or exceed those of traditional programs, the picture of how *typical* alternative candidates fare in the classroom can hardly be better than that of their traditional program counterparts. In fact, when we broaden the scope of our evaluation to include elementary alternative certification programs, the results can only be worse than for secondary programs: No elementary candidates can arrive at the provider's doorstep well-versed in the reading and elementary math knowledge they surely need, and there is no fast track for equipping them with that knowledge before day one in the classroom.

Most of the secondary alternative certification programs we examined have low admissions requirements and often insufficient content preparation requirements that betray the founding principles of the movement that motivated their creation. On the basis of these findings from our evaluation of programs for secondary teachers, we conclude that alternative certification is an experiment that has for the most part not lived up to its potential.<sup>62</sup>

In our view, the only reason not to pull the plug on the experiment of alternative certification is that traditional teacher preparation continues to have persistent flaws. Were traditional preparation to add the value that it should, teachers produced by alternate routes would never be competitive for jobs anywhere. As long as traditional teacher preparation continues to be so generally substandard, we recognize the need for, indeed the value of, limited, well-regulated alternative certification programs whose outcomes are monitored and made public. Alternative certification should never be given a free pass — and this report does not do so.

## Conclusion

The education field is bloated, with no fewer than 1,450 colleges and universities (compared to only 189 in China, with four times our population) churning out twice as many elementary teachers as are needed. With professional accreditation shunned by half of institutions, the field operates with remarkably little self-governance. Although regulations and paperwork abound, they do not seem to be effective: In 2013, 50 institutions were threatened with probation by states if they did not make program improvements, a threat that is virtually meaningless both because of its scale and because it rarely comes to fruition. The field's own failings have made it seemingly answerable to everyone (we count ourselves among the guilty), but ultimately accountable to no one.

The irony behind all the fuss and fury over NCTQ's *Review* is that anyone who set about to apply a set of *objective* standards to assess the quality of teacher preparation, no matter from which perspective, might have turned up equally appalling results due to the incoherence of the field. It wouldn't matter if the "Not-NCTQ" assessment involved long, sustained visits to college campuses, surveys of graduates, or any one of a number of other sources of data we don't use. For example, if the Not-NCTQ group decided to assess programs on their adherence to a "whole language" approach to reading instruction, it would probably issue ratings as poor as ours, because there is no adherence to *any* approach to reading in teacher education: Most teacher candidates are taught that they need to develop their own unique approach to reading.

In fact, there is no area of teacher preparation in which a standard applied consistently will yield positive ratings unless it is so general as to be meaningless. In an area of preparation in which we estimate there are no fewer than seven common combinations of coursework,<sup>63</sup> any elementary math standard would have to be agnostic to almost every

## NCTQ Teacher Prep Review

feature of coursework endorsed by professional associations of math educators to produce rosy results when actually applied. Likewise, analysts using a standard for evaluating the feedback on classroom management that programs provide to student teachers could only produce positive results if it managed to divine the specifics of feedback provided by the blank sheets of paper or generic statements (e.g., “manages classroom well”) that a considerable number of programs use for some or all parts of their observation instruments.

Much of what NCTQ has learned about teacher preparation is captured by the approach taken to early reading instruction by the teacher education field. While reviewing 2,671 courses intended to provide elementary teachers with the foundational knowledge needed to teach reading, we purchased and had experts review nearly 1,000 required textbooks. The median number of courses in which any single textbook is used is two; the mode is one course. The most any of the books is used is in 8 percent of the courses, a far cry from the typical use of core seminal texts in the introductory coursework for other disciplines and professions. Worse still, the most used book, *Literacy in the 21st Century: A Balanced Approach* (Gail Tompkins) is classified as an “inadequate” representation of the scientific findings behind reading, for “failing to capture the genuine implications of systematic, explicit instruction as well as promoting unfounded decoding practices.”<sup>64</sup> The most frequently used textbook addressing all the material teacher candidates need to know with scientific accuracy is *Creating Literacy Instruction for All Students* by Thomas Gunning, and this book is used in only 4 percent of the courses.

There can be no justification for this lack of basic professional consensus and disregard for research, regardless of the opinion one holds of the *Teacher Prep Review*.

There is one possible exception to the chaos in teacher preparation, although some might view it as the cause of the chaos, not the exception to it. Much of teacher education shares a common vision for teacher preparation: to form the professional identities of teachers. The beauty of the teacher education field’s focus on professional identity formation is that it carries no risk of failure: Because there are no standards by which it can be judged, all manner of preparation can be tolerated. Since the goal is to have teacher candidates embark upon a lifelong journey of learning, as distinct from knowing, widely varying content is hardly relevant, as actual knowledge is perceived by teacher educators as too fluid to be mastered and may even harden into bias. Instead, the aim is for each candidate to develop his or her own unique philosophy of teaching.

Teacher educators’ conception of their mission is not known and certainly not shared by the general public (or even education policy makers). In contrast, NCTQ’s vision, one we believe is closer to that of the general public, policy makers and certainly that of PK-12 leaders, is that teacher education should train teacher candidates to enter a classroom on day one with some degree of competence in specific skills. That is not to say that teachers should be in any way robotic in their instruction. None would dispute that teacher candidates will need to embark on a lifelong journey of learning and be reflective practitioners. What we do dispute is that the field’s current “anything goes” approach to teacher preparation is the best foundation for a great profession. Instead, we argue that teacher candidates must solidly grasp content in the course of training and then learn how to convey that content to their students. To help achieve this goal they must be guided by instructors and practitioners with empathy, skill and wisdom borne of valid research and irreplaceable experience. Well-designed, coherent preparation is what new teachers need and deserve for their own sake and for the sake of the children entrusted to them.



# Endnotes

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- 2 Cepeda, Esther (2013, December 15). Order in the Classroom. *Milwaukee Journal Sentinel*.
- 3 Mendez, Maria G. (2014, January 16). Update Teacher Prep Models and Outdated Classrooms. *Miami Sun Sentinel*.
- 4 PBS Newshour, "Are Teachers Being Adequately Trained for the Classroom? Study Says No," (June 18, 2013). Transcript retrieved May 8, 2014 at [http://www.pbs.org/newshour/bb/education-jan-june13-teacher\\_06-18/](http://www.pbs.org/newshour/bb/education-jan-june13-teacher_06-18/)
- 5 National Council for Accreditation of Teacher Education, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (2010). Nancy Zimpher, the Chancellor of SUNY, co-chaired the panel that drafted this report.
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- 7 Ingersoll, R.M. (2007). A comparative study of teacher preparation and qualifications in six nations. *The Consortium for Policy Research in Education*, Philadelphia, PA. (China, South Korea); Wang, A.H., Coleman, A.B., Coley, R.J., Phelps, R.P., (2003). Preparing teachers around the world. *Policy Information Report*, Princeton, NJ: Educational Testing Service. (United States, United Kingdom); Teacher Education Ministerial Advisory Group. (2014). *Issues paper*. Australia; The EI Group. (2014). Teacher education programs in Canada. Retrieved from <http://www.schoolsinCanada.com/TeacherEducationPrograms.cfm>. *World of Education*. (2013). Teacher College Directory. Retrieved from [http://www.educationworld.net/tc\\_finland.html](http://www.educationworld.net/tc_finland.html) (Finland).
- 8 New York City Department of Education, *Teacher Preparation Program Reports* (August 2013), accessed May 5, 2014 at: [http://schools.nyc.gov/NR/rdonlyres/D9840D7D-7A36-4C66-817C-C48CFE5C017C/0/NYCDOETeacherPreparationProgramPresentation\\_August\\_2013.pdf](http://schools.nyc.gov/NR/rdonlyres/D9840D7D-7A36-4C66-817C-C48CFE5C017C/0/NYCDOETeacherPreparationProgramPresentation_August_2013.pdf)
- 9 National Council for the Accreditation of Teacher Education.
- 10 Teacher Education Accreditation Council.
- 11 Council for the Accreditation of Teacher Preparation.
- 12 Stephen Sawchuk, "Standards Pose Teacher-Prep Challenges," *Education Week*, April 21, 2014 (accessed May 27, 2014 at <http://www.edweek.org/ew/articles/2014/04/23/29cc-preparation.h33.html?tkn=WOWFPnxaxQNGooz52ej9rh5%2FQVZFWJlcOUKI&print=1>)
- 13 Jamal Abdul-Alim, "Experts: New Teachers Can't Hide Behind Steep Learning Curve," *Diverse: Issues in Higher Education* (March 3, 2014)
- 14 This translates into a 34 percent increase in the number of *programs* that we can rank, comparing the first edition to the second: 1,200 in the first edition and 1,612 in this second edition.
- 15 When reporting findings on individual standards, the sample size for the evaluation may be larger than the total number of elementary and secondary programs noted here because findings for individual standards include scores for special education programs. We do not include the count of special education programs in reported counts of rankable programs, however, because special education program rankings are not reported to *U.S. News & World Report*.
- 16 Private institutions are not required to comply with open records requests, so we have gathered documents by other means (see our Methodology, Appendix B).

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17 Further validation of our conclusion that private programs differ little in quality from public ones comes from comparisons of evaluations of private and public programs drawn from our 2010 study of Illinois teacher preparation. This study provides comparable evaluations of: 1) 12 public and 32 private undergraduate elementary programs, and 2) scores on the early reading standards of 27 public and 58 private undergraduate and graduate elementary and special education programs. Although the Illinois study as a whole encompasses far more standards than the *Review* — only the Early Reading Standard is the same in all respects in both — any significant differences in preparation offered by public institutions as opposed to private would have at least been hinted at in the study.

In fact, both types of Illinois programs had average grades (somewhere between D+ and C-), with private programs' ratings just marginally higher. In contrast, both types of program had scores on the Early Reading Standard that averaged somewhere around C-, with public programs' ratings just marginally higher.

- 18 In fall 2013, we held four webinars attended by representatives from 83 institutions. The exchange was very productive and we now plan to hold webinars for teacher preparation program leaders regularly. More intensive communication following the publication of the second edition should help ensure that teacher educators know more about our ratings processes and how to appeal our findings.
- 19 We may refer to these institutions as “resubmitters”.
- 20 Three standards are not included in this table for the following reasons: The **Lesson Planning Standard** results in *Teacher Prep Review 2013* will be the only results released on this standard; the **Equity Standard** is not included because reports were not included in the first edition in the *Review* and are included in this second edition only; the **Evidence of Effectiveness Standard** is not included because it is based on reports provided by states and does not rely on data submitted by institutions.
- 21 To meet the standard, graduate programs must also require an audition or the GRE.
- 22 Coursework in music history and art history is considered, but only for “strong design” designation.
- 23 These courses are available to elementary teacher candidates at **Pennsylvania State University – Harrisburg**.
- 24 In the first edition of the *Review*, we set aside data from 113 programs; these programs were included in the evaluation for this edition.
- 25 Indicators were broken out into their component parts. For example, an indicator used in the standard before its revision was awarded credit for the combination of establishing a positive learning environment, defined as dealing appropriately with time and materials and fostering engagement; in the revised standard, scoring for time, materials, and engagement is evaluated for each element individually.
- 26 Our analysis of statistical significance has a p-value of  $p < 0.05$ .
- 27 Cochran-Smith, M. and Fries, K., 2005. “Researching Teacher Education in Changing Times: Politics and Paradigms.” Cochran-Smith, M. and Zeichner, K., eds. *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Washington, D.C.: American Educational Research Association.
- 28 Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis*, 34(1), 3-26.
- 29 Twelve states currently require that cooperating teachers be capable mentors and/or effective instructors: Arkansas, Connecticut, Florida, Kentucky, Louisiana, Maryland, New Jersey, North Dakota, Tennessee, Texas, Washington and Wisconsin; an additional three states will soon require one or both: Illinois, New Hampshire, Rhode Island.
- 30 We contemplated auditing school districts to triangulate the data on this issue and gain a better sense of whether school district staff were actually aware of the characteristics of cooperating teachers required by programs seeking student teaching placements. We rejected the plan as too difficult based on the difficulties encountered in surveying principals in our national study of student teaching.
- 31 Our analysis of statistical significance has a p-value of  $p < 0.05$ .
- 32 This is a conservative figure because of the approaches we took to evaluating this standard: Had we been able to analyze all the syllabi we needed to rate the programs, we believe our results would look not only different but better, with only 26 percent of programs not meeting the standard (down from 44 percent), 34 percent partly meeting the standard (up from 26 percent), and 41 percent meeting the standard (up from 30 percent).
- 33 Although standard scores are assigned by program, the evaluation for this standard is conducted across all programs at the institution that NCTQ has selected for evaluation.
- 34 This decision was not based on production; institutions of higher education produce about half of the teachers entering the classroom by alternate routes.



- 35 However, variations among both alternate and traditional routes blur distinctions. Some alternative certification programs offer student teaching (an apprenticeship in the classroom of another teacher who continues to serve as the teacher of record) rather than or in addition to internships, whereas some traditional teacher preparation programs offer both student teaching and internships.
- 36 Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Idaho, Louisiana, Massachusetts, Maryland, Mississippi, Missouri, New Hampshire, New Jersey, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, Utah, Virginia, Vermont and Wisconsin.
- 37 Smith, M. & Pandolfo, N. (2011, November 26). For-Profit Certification for Teachers Is Booming. *The New York Times*. Retrieved from <http://www.nytimes.com/2011/11/27/us/for-profit-certification-for-teachers-in-texas-is-booming.html?pagewanted=all&r=0>
- 38 Given the way that production is reported, it is impossible to isolate secondary program production information.
- 39 We draw no conclusions from these paired figures. However, we note that while differences in enrollment and production figures in traditional preparation can often be explained by the fact that some share of those enrolled in teacher preparation are seeking a degree more than a career in teaching, the same does not hold true in alternative certification. To the extent that differences point to real attrition, they may signal the acceptance into the program of applicants whom higher admission requirements, including auditions, might have properly screened out.
- 40 We note that an overall grade on key standards is not provided for graduate secondary programs in the *Teacher Prep Review*; these grades have been calculated solely for this comparison.
- 41 2006-2007 figures from <http://www.gradeinflation.com/> accessed May 23, 2014
- 42 Arkansas Department of Education: **Arkansas Professional Pathway to Educator Licensure (APPEL)**
- 43 The THEA, a test designed for the state's general college-going population with state-established minimum scores that are nearly high enough to allow selection of the top 50 percent of that population.
- 44 **Region 13 Education Service Center: Educator Certification Program (ECP)**, with an average GPA of 3.3 and an audition process.
- 45 **Houston Independent School District: Effective Teacher Fellowship (ETF), Region 5 Education Service Center: Teacher Certification Program (TCP), Region 1 Education Service Center: Project PaCE (Preparing and Certifying Educators), Region 7 Education Service Center: Teacher Preparation and Certification Program (TPCP).**
- 46 **Region 2 Education Service Center: Educator Preparation Program, Region 3 Education Service Center: Educator Preparation Program (EPP), Region 19 Education Service Center: Teacher Preparation and Certification Program (TPCP), Training via E-Learning: An Alternative Certification Hybrid (TEACH).**
- 47 **YES Prep Public Schools: Teaching Excellence Program.**
- 48 The **Texas Institute for Teacher Education.**
- 49 The **New Jersey Department of Education: Provisional Teacher Program** requires subject-specific supplemental testing in general science certification, but not in general social science certification.
- 50 **A Career in Teaching: Alternative Certification Program (Corpus Christi)** advertises this possible fieldwork activity and its companion program (**A Career in Teaching: Alternative Certification Program (McAllen)**) is presumed to allow this as well. We note that the Texas Education Agency has issued reprimands for this practice.
- 51 **Quality ACT (Alternative Certification for Teachers)** and **State of New Jersey Department of Education: Provisional Teacher Program (PTP).**
- 52 Unless contradicted by a response from the provider, we simply determined for evaluation purposes that the number is fewer than five in cases in which the explicit number of formal observations is not advertised, but we did not include those cases in the sample for this graphic.
- 53 **Dallas Independent School District: Alternative Certification Program, Houston Independent School District: Effective Teacher Fellowship (ETF), and Region 13 Education Service Center: Educator Certification Program (ECP).**
- 54 **ACT Rio Grande Valley, Training via E-Learning: An Alternative Certification Hybrid (T.E.A.C.H.), Region 7 Education Service Center: Teacher Preparation and Certification Program, Region 12 Education Service Center: Teacher Preparation and Certification Program, Region 19 Education Service Center: Teacher Preparation and Certification Program and YES Prep Public Schools: Teaching Excellence Program.**

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- 55 **ACT Rio Grande Valley (RGV), Quality ACT (Alternative Certification for Teachers), Region 7 Education Service Center: Teacher Preparation and Certification Program (TCP), Region 19 Education Service Center: Teacher Preparation and Certification Program (TCP), Training via E-Learning: An Alternative Certification Hybrid (TEACH), and YES Prep Public Schools: Teaching Excellence Program.**
- 56 **Houston Independent School District: Effective Teacher Fellowship (ETF).** Mentor teachers must be in the highest or next to highest level of a four-part evaluation scale that incorporates student performance data.
- 57 **Houston Independent School District's Effective Teacher Fellowship,** a recent and much-improved reincarnation of its previous alternative certification program, has enhanced the role of its program supervisors (i.e., "teacher development specialists") because of perceived inadequacies as instructional coaches of even the mentors it selects using relatively strong criteria.
- 58 A report that we will soon issue that reviews requirements for secondary content preparation in more than half of the states supports the threshold of 30-SCHs for majors.
- 59 Texas is the only state that allows alternative certification providers to be profit-making businesses.
- 60 We had sufficient data on 47 institutions to evaluate both early reading and elementary math preparation at the undergraduate and graduate levels. Teacher candidates received training that earned the same scores in both subjects and both types of program at only three institutions (6 percent), out of which four programs in two institutions did not meet either of the two standards. In only three institutions did programs earn the same scores in both the math and reading standards for their undergraduate programs; in 21 institutions, graduate programs earned the same scores on both standards, but in all cases, the scores "did not meet standard." In 22 of the 47 institutions, the difference in math scores is based on the fact that there is no elementary math content coursework at all required of graduate candidates.
- 61 California Senate Bill No. 5 (2013-2014).
- 62 James Koerner may have been the first prominent critic of teacher education to make the elimination of undergraduate education degrees a central reform strategy. See Koerner, J. (1963). *The miseducation of American teachers*. New York: Houghton Mifflin.
- 63 Not even addressed in this evaluation is the fact that there is some evidence that programs requiring that candidates take coursework while teaching full time generates a drag on the performance of their students.
- 64 Greenberg, J., and Walsh, K. (2010). Evaluating the Fundamentals of Teacher Training Programs in Texas, NCTQ.
- 65 Deborah Glaser, one of the expert reviewers in reading. Bios are found at <http://www.nctq.org/teacherPrep/ourApproach/whoWeAre/expertAnalysts>







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*The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers.*

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## Campus Ethnic Diversity Methodology

Students at schools that place high on these lists are most likely to encounter undergraduates from different racial or ethnic groups.

By Robert Morse Sept. 8, 2015 | 9:44 p.m. EDT + More

College-bound students who believe that studying with people of different racial and ethnic backgrounds is important will want to consider campus ethnic diversity when choosing a school.

To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of minority students – leaving out international students – and the overall mix of groups. Our index measures the probability that any two people chosen at random from a given school are of different races or ethnic groups.

International students are not counted because colleges do not report each student's ethnicity separately; they only report that those students are not from the U.S. The enrollment and ethnicity data are drawn from each institution's fall 2014 total undergraduate degree-seeking student body – full and part time – as reported to U.S. News.

The ethnic categories we use in our calculations are non-Hispanic African-American; Hispanic; American Indian; Pacific Islander/Native Hawaiian; Asian; non-Hispanic white; and multiracial (two or more races). Students who did not identify themselves as members of any of the above demographic groups were classified by U.S. News as whites who are non-Hispanic for the purpose of this calculation.

Our formula produces a diversity index that ranges from 0 to 1. The closer a school's diversity index number is to 1, the more diverse the student population. In other words, the closer the number is to 1, the more likely it is for students to run into others from a different ethnic group. Conversely, the farther away from 1 a school's diversity index is, the more likely it is that any student that another student meets will be of the same ethnic group.

Schools whose enrollment is made of up of mostly one ethnic group will not score highly using this ethnic diversity index measure because students are highly unlikely to encounter others from different ethnic backgrounds. For example, historically black colleges tend to score very low on this measure since their student bodies are made up of predominantly one ethnic group.

The basis for this methodology was created by Philip Meyer and Shawn McIntosh and was referenced in the article "The USA Today Index of Ethnic Diversity," published in spring 1992 in the International Journal of Public Opinion Research.

## **Recruiter Training Agenda**

IT Conference room-Bldg B

9/11/14

### Welcome

Fall recruitment is about to start in a few weeks. You have graciously volunteered to be a part of recruiting great teachers for our district. We look forward to working with you and a great recruitment season.

### Overview

Recruiter training

Vision

Objectives

Prep

Community

Event Execution

Post Event

Summary Quiz

Questions?



# Recruiting 101

Presented – Sept 11, 2014

---

## Vision

- TUSD is committed to recruiting and retaining highly qualified and appropriately certificated administrators and certificated staff members, representative from diverse backgrounds and cultures, who are competent, and ready to manage, teach, engage, and challenge our present and future learners.

## Training Objective

- This training will aide members involved in the recruiting process with:
- Travel paperwork
- How to set up for the event
- Background information for TUSD,
  - Initiatives,
  - Salaries,
  - Benefits,
- Tucson community.

## Preparation

- Released Time Form
  - Airline
  - Rental car
  - Hotel
  - Event Registration



## Preparation (continue)

- Know Event Stats
  - Potential candidates
  - Diversity
  - Critical Needs Areas  
(Math, Science, SPED)

## Potential Recruitment Sites

- Historical Black Colleges & Universities (HBCU)
- Hispanic Colleges & Universities(HACU)
- National Council on Teacher Quality(NCTQ)



# Community Characteristics

- Know Key Characteristics
  - TUSD
  - Tucson
  - Arizona



## Event Execution

- Employer Sign-in( refer to event brochure)
- Set up table with the following:
  - Student sign-in sheet
  - TUSD Brochures
  - AZ Magazines

## Event Execution

- Key to a successful event is attracting candidates to table
  - Positive Attitude
  - First Impression are key
  - Stand in front of table
  - Welcoming
  - Smile
  - Listen
  - Respond



## Event Execution (continue)

- Interviews (conducted by Principals/Administrator)
  - Setup interview times (20 min blocks)
  - If Qualified provide letter of intent (make two copies)
  - HR representative will explain application process (apply online, submit all required certification).



## Post Event

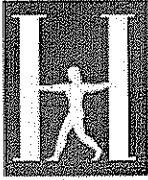
- Turn in all paperwork ( sign-in sheet, letters of intent and resumes to HR)
- File travel voucher (luggage, per diem, and parking)



## Summary Quiz

- Preparation
- Event Execution
- Post Event





**HACU**

**ENROLLMENT INVOICE INSTITUTIONAL MEMBERSHIP**

**Hispanic Association of Colleges & Universities**

8415 Datapoint Dr. Suite 400

San Antonio, TX, 78229, USA

Tel: (210) 692-3805 Fax: (210) 692-0823

Federal ID #: 74-2466103

<b>Invoiced to:</b> Tucson Unified School District 1010 E. 10th Street Tucson, Arizona 85719 United States of America	<b>Invoice #:</b> MEM-30316 <b>Date:</b> 7/28/2014 <b>Company ID:</b> 5874
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Heliodoro Sanchez, Ed. D.	Superintendent	520-225-6060	HT.sanchez@tusd1.org
Tracey McGhee	District HACU Contact	520-225-6225	tracey.mcgee@tusd1.org

<b>Enrollment Information - Hispanic-Serving School District</b>			
Level	Total Number of Students	Total Number of Hispanic Students	% Hispanic
Elementary	19390	12165	62.74%
Middle School	7347	4520	61.52%
High School	14488	8325	57.46%
<b>Total</b>	<b>41225</b>	<b>25010</b>	<b>60.67%</b>

<b>Payment Information</b>		
Description	Amount (In USD)	
<b>Membership Dues</b>	<b>\$2,000.00</b>	
<b>Membership Enrollment Period:</b> 6/1/2014 to 12/31/2014	<b>Amount Paid:</b>	<b>\$0.00</b>
<b>Method of Payment :</b> Purchase Order P.O. # 43948 P.O. Terms: Net due within 30 days.		
<b>Declaration of Terms Asserted By:</b> Dr. H.T. Sanchez		
<b>Customer Comments:</b> Welcome to HACU!  Pro-rated Dues (June 2014- Dec. 2014): \$1000 Job Posting (June 2014- Dec. 2014): \$1000		
<b>Make check payable to "HACU."</b>	<b>Balance Due:</b>	<b>\$2,000.00</b>

**McGhee, Tracey**

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**From:** Andrea Brown <members@naacpnet.org>  
**Sent:** Wednesday, October 01, 2014 1:54 PM  
**To:** McGhee, Tracey  
**Subject:** Thank you

Dear Tracey,

Thank you for your membership in the NAACP! You are now an important part of a network of hundreds of thousands of advocates and supporters throughout the nation. A stronger NAACP with a larger, more active membership is the best hope for protecting freedom and advancing our gains.

You should receive your membership card soon. Thanks again for your commitment to the work of the NAACP and we appreciate your support.

Sincerely,

Andrea Brown  
Director of Membership  
NAACP



**McGhee, Tracey**

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**From:** NACE Customer Service <customer\_service@naceweb.org>  
**Sent:** Thursday, October 02, 2014 9:06 AM  
**To:** McGhee, Tracey  
**Subject:** Nace Membership Information

Dear Tracey:

Thank you for your NACE membership. Your user name and password below provide you with access to all the member-only pages on NACEWeb. We encourage you to use these resources to keep up to date with research and best practices, network with your peers, and identify events that will enhance your career.

User Name: [REDACTED]  
Password: [REDACTED]

To ensure that you don't miss a single NACE communication, ask your tech department to white list the following domain names: @naceweb.org and smtp.crookston.bluehornet.com (IP 67.216.225.19).

Please take a moment now to LOGIN with the username and password listed above. (Please note: Your username and password are for your use only and may not be shared with anyone else.)

After logging in, be sure to visit the MyNACE portion of the website: Here you'll be able to update your profile (including your username and password) and get quick access to key resources, including the Member Directory, Salary Survey, Principles for Professional Practice, and more.

If you have any questions about your membership or the web site, please contact Membership Services at 610.625.1032, or e-mail: customer\_service@naceweb.org. Our hours of operation are 8 a.m. to 5 p.m. ET.

Regards,  
NACE Customer Service

**McGhee, Tracey**

**From:** SACNAS <info@sacnas.org>  
**Sent:** Monday, October 20, 2014 12:35 PM  
**To:** McGhee, Tracey  
**Subject:** Receipt - Membership Signup  
**Attachments:** civicrm.pdf

Here is a receipt for your membership sign-up.

Please print this confirmation for your records.

<b>Membership Information</b>	
Membership Type	Professional 1-year
Membership Start Date	October 20th, 2014
Membership End Date	October 19th, 2015
<b>Membership Fee</b>	
Professional 1-year Membership	\$ 65.00
Date	October 20th, 2014 12:34 PM
Membership Transaction #	6597058692
Balance Due	\$0.00
<b>Billing Name and Address</b>	
Barbara Ballard 1010 e. 10th Street Tucson, AZ 85719 US	

[tracey.mcghee@tusd1.org](mailto:tracey.mcghee@tusd1.org)**Credit Card Information**

Visa

\*\*\*\*\*0626

Expires: January 2016

**Membership Profile**

Salutation

Mrs.

First Name

Tracey

Middle Name or Initial

Last Name

McGhee

Suffix

Email Address

[barbara.ballard@tusd1.org](mailto:barbara.ballard@tusd1.org)

I am a

276

284

Professional/Job Title

Sr. HR Program Coordinator

Institution/School

Tucson Unified School District (Tucson, Ariz.)

Institution Relationship

4

Discipline	152
Highest Degree Completed	BS
Gender	Female
Tribal/Indigenous Affiliation	
Membership Statement	Yes
Interests	Find or share career/educational opportunities

2014-2015 RECRUITMENT / RETENTION ADVISORY COMMITTEE				
First Name	Last Name	Title	Affiliation	Ethnicity
Jimmy	Hart	Dir. African American Student Services	TUSD	African American
Maria	Figueroa	Dir. Mexican American Student Services	TUSD	Hispanic
Tirza	Sanders	Program Manager Education	Pima CC	African American
Frank	Armenta	Principal	TUSD/Cholla	Hispanic
Melissa	Molina-Garcia	AP Principal	TUSD/Doolen	Hispanic
Chris	Loya	Principal	TUSD/Marshall	Hispanic
Ross	Iwamoto	Community Member	Community	Asian
Margaret	Chaney	SPED Teacher	TEA	African American
Catalina	Carlos	Associate Director Recruitment	The University of Arizona	Hispanic
Francis	Banales	TEA Vice President	TEA	Hispanic
Deanna	Campos	AP Principal	TUSD/McCorkle	Hispanic
Eugene	Butler	Assistant Superintendent	TUSD	African American
Tolliver	Jason	Director	The University of Arizona	African American
Murray	Lewis	Gate Teacher	TUSD/Cavett	African American
Frank	Larby	Instructional Data Intervention Coordinator	TUSD	Anglo
Anna	Maiden	Chief Human Resource Officer	TUSD	Anglo
Janet	Rico Uhrig	Dir.Talent Acquisition Recruitment & Retention	TUSD	Hispanic



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Tucson, AZ 85719

**Human Resources Department**

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www.tusd1.org

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TUSD Recruitment Advisory Committee  
January 28, 2015  
8:00am-9:30am  
Blue room- Morrow Education Center

### Agenda

- **Introductions**
  - **Welcome New Members**
  - **Purpose:** To recruit and retain 21<sup>st</sup> Century educators who are highly qualified, represent a variety of ethnic/racial backgrounds and cultures, and are capable and ready to teach to the 21<sup>st</sup> century learner. To commit to a fair and equitable process with emphasis on increasing African American and Hispanic staff.
  - **Goal:** To provide all students with access to effective teachers and principals through equitable distribution and quality professional learning.
  - **Updates**
    - Review Recruitment first semester 2014-15
    - Recruitment Program Schedule Handout- spring trips and local events
    - Collect Feedback from Strategic Plan & Review USP Recruitment and Retention Plan
  - **New Items:**
    - Teacher focus group: review questions (Tracey)
    - Student Teacher Program Update (Tracey)
    - Review fall separation 2014-15 statistics
    - Review 3-year administrative diversity statistics
    - Overview & Collect Feedback for Exit Survey
  - Discuss Recommendations
    - Any advisory team recommendations
- Next Meetings:**
- **March 15, 2015; 8:00am-9:30am, Blue Room**
  - **May 29, 2015; 8:00am-9:30am, Blue Room**

#### Notice of Nondiscrimination

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.



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TUSD Recruitment Advisory Committee  
March 15, 2015  
8:00am-9:30am  
Blue room- Morrow Education Center

### Agenda

- **Introductions**
- **Welcome New Members**
- **Purpose:** To recruit and retain 21<sup>st</sup> Century educators who are highly qualified, represent a variety of ethnic/racial backgrounds and cultures, and are capable and ready to teach to the 21<sup>st</sup> century learner. To commit to a fair and equitable process with emphasis on increasing African American and Hispanic staff.
- **Goal:** To provide all students with access to effective teachers and principals through equitable distribution and quality professional learning.
- **Updates**
  - 3- Year Teacher diversity statistics (handout)
  - Teacher Attrition 14/15 (handout)
  - Recruitment Program Update- spring trips and local events
  - Collect Feedback from Strategic Plan & Review USP Recruitment and Retention Plan
- **New Items:**
  - Exit Survey and Job Satisfaction (handout)
  - HR Employment Website revamp(video recommendations)
  - Job Fair Update (handout)
- Discuss Recommendations
  - Any advisory team recommendations

#### **Next Meetings:**

- **May 29, 2015; 8:00am-9:30am, Blue Room**

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TUSD Recruitment Advisory Committee  
November 6, 2014  
4:30-5:30PM  
Maroon room- Morrow Education Center

### Agenda

- **Introductions**
- **Welcome New Members**
- **Purpose:** To recruit and retain 21<sup>st</sup> Century educators who are highly qualified, represent a variety of ethnic/racial backgrounds and cultures, and are capable and ready to teach to the 21<sup>st</sup> century learner. To commit to a fair and equitable process with emphasis on increasing African American and Hispanic staff.
- **Goal:** To provide all students with access to effective teachers and principals through equitable distribution and quality professional learning.
- **New Items:**
  - Review Recruitment 2013-2014 statistics
  - Overview of Strategic Plan & Review USP Recruitment and Retention Plan
  - Review 2014-15 employee statistics
    - Discuss Recruitment programs and events for the Fall and Spring:
      - Applitrack Implementation
      - Social Media
      - College Recruitment Program Schedule Handout
      - Teacher focus group: review questions
      - Student Teacher Recognition Event Handout
      - Review Recruitment Tri-Fold
      - Veteran Recruitment Program overview
- Discuss Recommendations
  - Any advisory team recommendations

#### Next Meetings:

- **January January 28, 2015; 8:00am-9:30am, Blue Room**
- **March 11, 2015: 8:00am-9:30am, Blue Room**
- **May 29, 2015; 8:00am-9:30am, Blue Room**

#### Notice of Nondiscrimination

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Instructions for Administrative Site Interviews

**PLEASE REMEMBER THE INTERVIEW PROCESS FOR ALL TUSD POSITIONS IS CONFIDENTIAL**

**BEFORE SENDING OUT INFORMATION TO INTERVIEW PANEL MEMBERS**

**PLEASE CHECK WITH LEADERSHIP**

**TO ENSURE NO MEMBER OF A COMMITTEE IS ALSO AN APPLICANT FOR THE POSITION**

**CONTACT HUMAN RESOURCES IF YOU HAVE ANY QUESTIONS**

Thank you for your participation in the Administrative Hiring Process – Assistant Principal. Listed below are the steps in the process and who is responsible for those steps.

**Human Resources:**

- Send to Principal via AppliTrack
  - ✓ **Interview Panel Recommendation Form – submitted via AppliTrack.** Per USP interview panel must include African American AND/OR Latino members. Please be sure that your panel also reflects the ethnic breakdown of your site (this information can be found on the stats page).
  - ✓ **Interview Panel Confidentiality Form – submitted via AppliTrack.**
- Send to Principal via Email
  - ✓ **Candidate Confidentiality Form**
  - ✓ **Question & Answer Sheet**
  - ✓ **Summary Form**
  - ✓ **Reference Check Form**

**Site Principal:**

- **Interview Panel Recommendation Form – Submit via AppliTrack**
  - ✓ Interview panel should be members of your Leadership Team at the site. We recommend between 4 – 6 interview panel members. Included in the 4 – 6 interview panel members – you should invite an ELI & TEA representative.
    - ❖ ELI contact Stacie Emert – [Stacie.emert@tusd1.org](mailto:Stacie.emert@tusd1.org)
    - ❖ TEA contact Denise Encinas – [Denise.encinas@arizonaaea.org](mailto:Denise.encinas@arizonaaea.org)
  - ✓ **Per USP interview panel must include African American AND/OR Latino members.** Please be sure that your panel also reflects the ethnic breakdown of your site (this information can be found on the stats page). Please indicate panel member's gender and position at the site
- **Interview Panel Confidentiality Form – Submit via AppliTrack**
- **Candidate Confidentiality Form**
- **Question & Answer Sheet**
  - ✓ **DO NOT SEND OUT QUESTIONS TO ENTIRE SITE – THESE QUESTIONS MUST BE KEPT CONFIDENTIAL – IF IN DOUBT AS TO WHAT INFORMATION CAN BE SHARED PLEASE CONTACT HUMAN RESOURCES**
  - ✓ If you need some input from the stakeholders – get this prior to formulating your questions.



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Once you have input from the stakeholders you can choose to work with a smaller group or not to formulate the questions – this information/questions are confidential and is **NOT TO BE SHARED WITH ANYONE**

- ✓ If you still need some assistance please contact your Leadership Department or Human Resources
- **Summary Form**
  - ✓ To be completed by the principal – this will summarize the strengths & weakness of each candidate (you would get this information from the other Interview Panel Members) & let HR/Leadership know your recommended candidate for hire
- There will be no scoring or ranking of the candidates at the site interview – interview panel members will list their comments – these forms will then be presented to Leadership. Along with the site administrator a recommendation will be made to move forward to the Governing Board.

**Contacts:**

- Human Resources
  - ✓ Roberta Don 225-6011
  - ✓ Janet Rico Uhrig 225-6214
- Elementary Leadership
  - ✓ Ana Gallegos – Tracey Warren 225-6304
- Secondary Leadership
  - ✓ Dr. Abel Morado – Esther Servin 225-6422

**Instructions for Administrative Site Interviews**

**PLEASE REMEMBER THE INTERVIEW PROCESS FOR ALL TUSD POSITIONS IS CONFIDENTIAL**

**BEFORE SENDING OUT INFORMATION TO INTERVIEW PANEL MEMBERS**

**PLEASE CHECK WITH LEADERSHIP**

**TO ENSURE NO MEMBER OF A COMMITTEE IS ALSO AN APPLICANT FOR THE POSITION**

**CONTACT HUMAN RESOURCES IF YOU HAVE ANY QUESTIONS**

Thank you for your participation in the Administrative Hiring Process. Listed below are the steps in the process and who is responsible for those steps.

**Human Resources:**

- Send to site contact the **Interview Panel Recommendation Form, Interview Question Form and Principal Qualities Form.**
- Contact Union Representatives to ensure their representatives on the Site Interview Panel
- Provide all site interview paperwork for the interviews
- Proctor site interviews

**Site Contact:**

9/18/2015 11:19 AM



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- **Interview Panel Recommendation Form – Return to Human Resources**
  - ✓ Please limit your interview panel to no more than 4 members
  - ✓ The Interview Panel will have a cross section of parents, teachers and other stakeholders within the school
  - ✓ Please note the ethnic breakdown of your site along the bottom of the form – please try to match this breakdown when selecting your interview panel – per USP interview panel must include African American AND/OR Latino members
  - ✓ Please indicate panel member’s gender and position at the site
- **Interview Question Form – Return to Human Resources**
  - ✓ Site is expected to submit 2 questions per ISLLC Standards (6 Standards) & 2 site specific questions to Human Resources. **DO NOT SEND OUT QUESTIONS TO ENTIRE SITE COUNCIL – THESE QUESTIONS MUST BE KEPT CONFIDENTIAL – IF IN DOUBT AS TO WHAT INFORMATION CAN BE SHARED PLEASE CONTACT HUMAN RESOURCES**
  - ✓ If you need some input from the stakeholders – get this prior to formulating your questions. Once you have input from the stakeholders you can choose to work with a smaller group or not to formulate the questions – this information/questions are confidential and is **NOT TO BE SHARED WITH ANYONE**
  - ✓ If you still need some assistance please contact your Leadership Department or Human Resources
  - ✓ Leadership will choose questions from those submitted for a maximum of 8 site interview questions
  - ✓ Deputy Superintendent will approve these questions prior to the site interviews
- Please return the completed forms to Human Resources as soon as possible – both must be approved before the site interviews
- There will be no scoring or ranking of the candidates at the site interview – interview panel members will list their comments – these forms will then be presented to the Superintendent for his consideration as part of the interview process

**Contacts:**

- Human Resources
  - ✓ Janet Rico Uhrig 225-6214
  - ✓ Roberta Don 225-6011
  - ✓ Vivian Baca 225-6051
- Elementary Leadership
  - ✓ Ana Gallegos – Tracey Warren 225-6304
- Secondary Leadership
  - ✓ Dr. Abel Morado – Esther Servin 225-6422

**TUSD**

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Good Afternoon,

I have just sent via email from Appli Track some forms to use during the site interviews. As we are still in the process of implementing our new system; we will still need to use some paper forms.

I have attached a Question/Answer Sheet and Candidate Confidentiality Form – please use these during your interviews. We will no longer be using the forms that rate the candidate – Does not support, Supports, Enthusiastically Support - we are now using a numerical system to rate the candidates.

If you have any questions please call 225-6035 and ask for an HR Recruitment Team Member. Thanks!

## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
1	149	Grijalva Elementary	Kindergarten Teacher			1	1				4				
2	176	Doolen MS	Ex Ed Teacher - CCS Resource/Coordinator								3				
3	178	Doolen MS	Science Teacher - 8th Grade								3				
4	179	Doolen MS	Art Teacher - 6,7,8 Grade								3				
5	180	Doolen MS	Language Arts Teacher - 6th Grade								3				
6	232	Hudlow ES	Teacher - 1st Grade				2								
7	246	Mansfeld ELD MS	8th Grade Science Teacher				1		1	1					
8	251	Gridley MS	Technology Teacher			2	1								
9	255	Myers Ganoung ES	Elementary Teacher - 2nd Grade				2			1					
10	261	Valencia MS	Art Teacher - 6,7,8 Grade			1	1			1					
11	264	Tucson Magnet HS	Teacher - Integrated Science		2		3								1
12	282	Valencia MS	Science Teacher - 6th Grade			1	2			2					
13	284	Valencia MS	Social Studies Teacher - 7th, 8th Grade			1	1			1					
14	288	Lawrence 3-8	Teacher - 5th Grade				3		1						
15	306	Roberts/Naylor	Math Teacher - 8th Grade				1		1			1			
16	313	Palo Verde HS	Math Teacher				1		1						
17	314	White ES	Elementary Teacher - 2nd Grade							2					
18	316	Southwest HS	Alternative to Suspension Teacher						1	2					
19	321	Warren ES	Ex Ed Teacher - ID (3-5)		1	1			1	1					
20	325	Pueblo Magnet HS	Integrated Science & Physics Teacher			1			1	1					

6/17/2015 2:14 PM

Data Source: Interview Panel Forms and AdTec Spreadsheet

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
21	326	Ochoa ES	Teaching ES								2					
22	328	Rincon HS	Chemistry Teacher				1			1						
23	334	Maldonado ES	Elementary Teacher - 5th Grade		1		1				4					
24	337	University HS	PE Teacher			1	2				1					
25	347	Santa Rita HS	Math Teacher				2			1						
26	348	Oyama ES	Elementary Teacher - 4th Grade				2				1					
27	356	Cragin	Elementary Teacher - Kindergarten		1	2										
28	358	Ex Ed	Ex Ed Itinerant Teacher - HI		1	2	1									
29	361	Hudlow ES	Ex Ed Teacher-Ed K/2 SC			1	2				1					
30	363	Ex Ed	Ex Ed Itinerant Teacher - VI			1	2				1					
31	366	Mission View ES	Teacher Asst Temp				2				3					
32	367	Doolen MS	Ex Ed Teacher - CCS Math								3					
33	370	Doolen MS	Lang Arts 8th Gr GATE Teacher								3					
34	377	Warren ES	Elementary Teacher - 1st grade				2				1					
35	385	Lawrence 3-8	Ex Ed Teacher - CCS Resource				2			2	1					
36	400	Bloom Es	Elementary Teachrs 2nd/3rd Grade			1	2				2					
37	413	Sahuaro HS	Boys Head Track Coach			1	1									
38	416	Lynn Urquides ES	Elementary Teacher - 1st grade ELD							1	2					
39	435	Robins K-8	MS PE Teacher		1	1	1									
40	459	Booth Fickett K-8	Elective Teacher - Environmental 6-8		1	2	1									

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Data Source: Interview Panel Forms and AdTec Spreadsheet

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
41	462	Utterback MS	PE Teacher - 6,7,8 Grade		1						1					
42	463	Roberts/Naylor	Ex Ed Teacher - K-5 Resource		1		2				1					
43	467	Dietz K-8	Ex Ed Teacher - CCS Resource				3				1					
44	478	Maxwell K-8	Teacher 7th Grade Self Contained Ex Ed							1	3					
45	483	Secrist MS	Ex Ed Teacher Ed S/C				1			1	1					
46	491	Desegregation	Sr Director of Desegregation	1			1				1					
47	531	Oyama ES	Ex Ed Teacher - S/C Autism				2				2					
48	546	Santa Rita HS	Plato Teacher			1	1				1					
49	571	Dodge MS	Coach - Boys Bball			1	1			1						
50	573	Dodge MS	Coach - Boys Vball			1	1			1						
51	604	Morgan Maxell K-8	Learning Support Coordinator							2	2					
52	610	Ochoa ES	Magnet Site Coordinator				2			1						
53	649	Sabino HS	Coach Girls Golf			2	1			1						
54	760	Ex Ed	Psychologist			1	1			1	1					
55	816	Rincon HS	Teacher-Spanish				2			1						
56	817	Rincon HS	Teacher - English				3			1						
57	818	Whitmore ES	Teacher - Kinder				4				1					
58	819	Robison ES	Teacher - 1st Grade				3									
59	820	Whitmore ES	Elementary Teacher - 1st Grade				4				1					
60	822	University HS	Teacher - Math		1		3	1								

6/17/2015 2:14 PM

Data Source: Interview Panel Forms and AdTec Spreadsheet

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
61	823	Warren ES	Teacher - 1st Grade				2			1	1				
62	824	Warren ES	Teacher - 2nd Grade				1			1	1				
63	825	Steele ES	Elementary Teacher				2				1				
64	826	Miller ES	Teacher - 5th Grade				2				1		1		
65	827	Miller ES	Teacher - 3/4 ELD				2				1		1		
66	828	Oyama ES	Teacher - 4th Grade				2				1				
67	832	University HS	Teacher - Psychology		1	3	1								
68	833	Oyama ES	Teacher - 1st Grade				2				1				
69	834	TAPP	Teacher - English & History			1	3				2				
70	835	Cragin ES	Counselor .5			1	1				1				
71	836	TAPP	Teacher - Gov, Econ, History				2				1				
72	837	Hudlow ES	Counselor .5				3				1				
73	838	Bonillas ES	Counselor .5				3				3				
74	839	Ex Ed	Ex Ed Itinerant Teacher - HI		1	1	2								
75	840	Pistor MS	Teacher - 7th Gr Language Arts - Updated			1	3								
76	841	Pistor MS	Teacher - 7th Gr Language Arts			1	3								
77	842	Doolen MS	Teacher - 7/8 Gr GATE Lang Arts								3				
78	843	Doolen MS	Teacher - 6th Gr GATE Math/Science								3				
79	844	Doolen MS	Teacher - 6th Gr Social Studies								3				
80	845	Doolen MS	Teacher - 6th Gr Language Arts								3				

6/17/2015 2:14 PM

Data Source: Interview Panel Forms and AdTec Spreadsheet

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
81	846	Doolen MS	Teacher - 6th Gr Science								3				
82	847	Doolen MS	Teacher - 8th Gr Science								3				
83	848	Doolen MS	Teacher - 7/8th Spanish								3				
84	849	Ford ES	Teacher - Intermediate				4				1				
85	851	Bloom ES	Teacher - Intermediate		1						1				
86	852	Oyama ES	Teacher - Kinder				2				1				
87	853	Banks ES	School Counselor			1	1								1
88	855	Utterback MMS	Math Teacher - 6-8th Grade		1						1				
89	858	Dodge MS	Math Teacher - 7th Grade				4			2					
90	859	Dodge MS	Science Teacher - 6th Grade				4			2					
91	860	Dodge MS	Social Studies Teacher - 6th Grade				4			2					
92	861	Dodge MS	Language Arts /Reading Teacher-6-8 Gr				4			2					
93	862	Rincon HS	Ex Ed Teacher - Autism S/C			2	1			1					
94	863	Dodge MS	Science Teacher - 8th Grade				4			2					
95	866	Bloom ES	Ex Ed Teacher - CCS Primary		1						1				
96	868	Miller ES	Ex Ed Teacher - ED Self Contained Intermediate				2				1		1		
97	869	Pueblo Gardens K-8	Ex Ed Teacher - CCS Resource K-8					1			4				
98	874	Rincon HS	Biology Teacher			2	1			1					
99	875	TAPP	Infant Care Specialist				2				1				
100	876	Maxwell K-8	7th Grade Self-Contained			1				1	4				

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
101	877	Maxwell K-8	8th Grade Self-Contained			1				1	4				
102	882	Cholla MHS	English		1		3			1					
103	882	Cholla MHS	English		1		3			1					
104	882	Cholla MHS	English - IB Prep		1		3			1					
105	884	Cholla MHS	Library Media Specialist				2			1					
106	886	Cholla MHS	Math Teacher - IB	1			1			1					
107	886	Cholla MHS	Math Teacher - Algebra	1			1			1					
108	887	Santa Rita HS	Spanish/French Teacher			2				1					
109	888	Cholla MHS	Chemistry Teacher	1			2			1					
110	889	Santa Rita HS	English Teacher			1	1				1				
111	890	Santa Rita HS	Music Teacher			1	1				1				
112	891	Santa Rita HS	Math Teacher				1				1				
113	892	Rose K-8	Technology Teacher							1	2				
114	893	Doolen MS	Ex Ed Teacher CCS Resource/Coord								3				
115	895	Booth Fickett	Science Teacher- 8th Grade			1	2			1					
116	896	Doolen MS	Ex Ed Teacher CCS Math 7/8								3				
117	897	Doolen MS	Ex Ed Teacher CCS Lang Arts 7/8								3				
118	898	Erickson ES	Teaching ES - 4th Grade		1		1				2				
119	903	Rose K-8	Technology Teacher 6,7,8							1	2				
120	905	Gridley MS	Language Arts 7 Gr			1	3								

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)													
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial			
				M	F	M	F	M	F	M	F	M	F	M	F		
121	907	Pistor MS	Art Teacher 6/7/8			1	3										
122	908	Mansfeld MS	Science Teacher - 7th			1	2			1	1						
123	909	Grijalva ES	Kinder - Dual Language			3	2				1						
124	910	Mansfeld MS	Language Arts Teacher - 7th			1	2			1	1						
125	911	Pistor MS	Science Dual Language 6/7/8			1	3										
126	912	Pistor MS	Teacher/Coach			1	3										
127	913	Grijalva ES	Elem Teacher - 4th Grade			3	2				1						
128	914	Warren ES	Elem Teacher - 4th Grade				2			1	1						
129	916	Vail MS	Math Teacher - 7th Grade				4				1						
130	918	Vail MS	PE Teacher - 7th Grade				4				1						
131	919	Erickson Es	Teaching ES - 5th Grade		1		1				2						
132	920	Pistor MS	GATE Science 6/7/8				2				1						
133	921	Myers Ganoung ES	Ex Ed Teacher CCS Resource				2				1						
134	922	Pueblo Gardens K-8	Elem Teacher - 2nd Grade			1			1		2						
135	923	Pueblo Gardens K-8	Social Studies Teacher - 6/7/8			1			1		2						
136	924	Cragin ES	Elem Teacher - 4th Grade			1	1				1						
137	925	Sahuaro HS	Biology/Chemistry Teacher			1	1			1							
138	926	Sahuaro HS	PE/Health Teacher			1	1			1							
139	927	Sahuaro HS	Math Teacher (1 of 2)			1	1			1							
140	927	Sahuaro HS	Math Teacher (1 of 2)			1	1			1							

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
141	928	Sahuaro HS	English Teacher			1	1			1						
142	929	Sahuaro HS	Art Teacher			1	1			1						
143	930	Borton ES	Elem Teacher - 3rd Grade				2	1			2					
144	931	Borton ES	Elem Teacher - Kindergarten				2	1			2					
145	932	Pueblo MHS	World History ELD/Dual Lang			1				1	3					
146	933	Pueblo MHS	Teacher (English) ELD/Coordinator ELD			1				1	3					
147	934	Pueblo MHS	English ELD Teacher			2				1	2					
148	935	Miles ELC	Counselor .5				3				2					
149	937	Miles ELC	Teacher - Kinder				2				3					
150	938	Palo Verde HS	Counselor		1	1	2			1						
151	939	White ES	Teacher -4th Grade				1				4					
152	940	White ES	Teacher - 5th Grade				1				4					
153	941	White ES	Teacher - Kinder				1				3					
154	943	Palo Verde HS	Health Teacher			1	2			1						
155	944	Borton ES	Ex Ed Teacher - CCS Resource				2				1					
156	945	Roskruge MS	Art Teacher - 6,7,8							1	1					
157	946	Lynn Urquides ES	Elem Teacher - 1st				2			1	1					
158	947	Doolen MS	Language Arts 8th Gr Teacher								3					
159	948	Roskruge MS	Language Arts 7th Gr Teacher							1	1					
160	950	Robison ES	Elem Teacher - 4th Grade				3									

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
161	952	Robison ES	Elem Teacher - Music				3									
162	953	Kellond ES	Teacher - Math Intervention			1	3				1					
163	954	Vesey ES	Elem Teacher - Intermediate				3									
164	955	Palo Verde HS	Teacher		1	1	2			1						
165	956	Palo Verde HS	Marine Biology Teacher		1	1	2			1						
166	958	Rose K-8	Self Contained - 7th Grade			1					3					
167	959	Rincon HS	Coach - Girls Basketball	1	1	2	1			2	1					
168	960	Rose K-8	Elem Teacher - 3/4 Combo ELD			1					3					
169	961	Henry ES	Elem Teacher - 5th Grade			1	2				1					
170	963	Rincon HS	Coach - Wrestling			2	1			1						
171	964	Palo Verde HS	Physics/Engineering Teacher		1	1	2			1						
172	965	Palo Verde HS	PE Teacher		1	1	2			1						
173	966	Rose K-8	Elem Teacher - 1st Grade ELD			1					3					
174	967	Palo Verde HS	Learning Support Coordinator		1	1	2			1						
175	968	Henry ES	Elem Teacher - Kindergarten			1	2				1					
176	969	Rose K-8	Elem Teacher - Kindergarten ELD			1					3					
177	970	Henry ES	Elem Teacher			1	2				1					
178	971	Valencia MS	Science Teacher - 6th Grade			1	1				1					
179	972	Valencia MS	Science Teacher - 7th Grade			1	1				1					
180	973	Valencia MS	Science Teacher - 8th Grade			1	1				1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
181	974	Tucson MHS	English Teacher				4			1	4				
182	975	Valencia MS	Social Studies - 7th Grade			1	1				2				
183	977	Tucson MHS	Math Teacher				4			1	4				
184	977	Tucson MHS	Math Teacher				4			1	4				
185	977	Tucson MHS	Math Teacher				4			1	4				
186	978	Oyama ES	Elem Teacher - 1st Grade ELD			1	2								
187	979	Valencia MS	Art Teacher - 7,8			1	1				1				
188	982	Pueblo MHS	Ex Ed Teacher - CBI 9-12 (1 of 2)			1				1	3				
189	982	Pueblo MHS	Ex Ed Teacher - CBI 9-12 (2 of 2)			1				1	3				
190	983	Pueblo MHS	Ex Ed Teacher - CCS Resource			1				1	3				
191	985	Cavett	Intermediate Teacher		1		1			1	1				
192	985	Cavett	Intermediate Teacher		1		1			1	1				
193	986	Mansfeld MS	Math Teacher - 8th Gr				1			1	1				
194	987	Valencia MS	Reading Intervention 7/8			1	1				2				
195	988	Valencia MS	Math Intervention 8th Gr			1	1				2				
196	989	Dietz K-8	Science 7/8 Gr				2				1				
197	990	Dietz K-8	Elem Teacher - Kindergarten				2				1				
198	991	Dietz K-8	Elem Teacher - 1st Grade				2				1				
199	993	Dietz K-8	Elem Teacher - 5th Grade				2				1				
200	994	Dietz K-8	Elem Teacher - 3rd Grade				2				1				

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## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
201	995	Dietz K-8	Language Arts Teacher - 7/8 Gr				2				1					
202	996	Roberts/Naylor	Ex Ed Teacher - CCS Resource				2			1	2					
203	997	Roberts/Naylor	ELD Teacher - 6/7/8 Gr			1	2			1	2					
204	998	Booth Fickett	Social Studies Teacher 7th		1	2				1						
205	1000	Lawrence	Language Arts 7/8 Teacher				2			1	1		1			
206	1002	Robins K-8	Elem Teacher - Intermediate		1	1	1			1						
207	1004	Tucson MHS	Chemistry Teacher		1		2			1						1
208	1008	Santa Rita HS	CTE Construction Technologies				1				1					
209	1012	Palo Verde HS	Coach - HS Boys Golf			1	1			1						
210	1014	Palo Verde HS	Asst Girls Vball			1				1						
211	1016	Palo Verde HS	Coach - HS Girls Vball			1	1			1						
212	1018	Palo Verde HS	Coach - HS Girls Golf			1	1			1						
213	1019	Palo Verde HS	Coach - HS Boys Cross Country			1				2						
214	1023	Maxwell K-8	Counselor				3				3					
215	1027	Santa Rita HS	Drama Teacher/Student Council			1	2				1					
216	1034	Wright ES	Elem Teacher - 2nd Grade			1					2					
217	1036	Mansfeld MS	ELD Teacher - 6/7/8 Gr				1			1	1					
218	1036	Mansfeld MS	ELD Teacher - 6/7/8 Gr				1			1	1					
219	1039	Blenman ES	Kinder Teacher				2				2					
220	1039	Blenman ES	2/3 ELD Teacher				2				2					

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## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
221	1040	Blenman ES	Elem Teacher - 1st grade								1					
222	1043	Cragin ES	Elementary Teacher - Primary		1	1	1									
223	1044	Blenman ES	Elem Teacher - 3rd Grade								1					
224	1047	Pueblo MHS	Economics & AP Economics Teacher			2	1				2					
225	1049	Tucson MHS	ASL Teacher				2			1	1					
226	1050	Ex Ed	Occupational Therapist				3				1					
227	1052	Cholla MHS	Spanish Teacher				2		1		2					
228	1054	Tolson	Elem Teacher - 4th Grade		1	1	1									
229	1057	Maldonado ES	Teaching ES - 1/2 ELD Combo				1			1	2					
230	1063	Safford K-8	Language Arts Teacher - 7th		1		2				1					
231	1064	Robins K-8	Pe Teacher-6,7,8		2	1	2									
232	1065	Safford K-8	Math Teacher - 7,8		1		2				1					
233	1066	Davidson ES	Kinder Teacher		1	1	1									
234	1067	Blenman ES	Ex Ed Teacher - Project ABLE				4				1					
235	1069	Cholla MHS	Dance Teacher - Folklorico				3			1						
236	1074	Robins K-8	Ex Ed Teacher -CCS Resource		1		2				1					
237	1092	White ES	Elem Teacher - 2nd Grade						1		1					
238	1092	White ES	Elem Teacher - 2nd Grade						1		1					
239	1092	White ES	Elem Teacher - 2nd Grade						1		1					
240	1100	Cholla MHS	CTE Music & Audio Teacher		1		2				1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
241	1104	Gate Department	Program Coordinator-GATE	1		1	1			1						
242	1105	Catalina HS	Math Teacher			1	1			1						
243	1106	Catalina HS	American Govt/Economics Teacher				1			1						
244	1114	Marshall ES	Elem Teacher - Kindergarten				1			1			1			
245	1115	Cragin ES	Elem Teacher - Kindergarten		1	1	1									
246	1124	Marshall ES	Counselor				1			1			1			
247	1126	Cholla MHS	History Teacher	1			1			1						
248	1129	Grijalva ES	Learning Support Coordinator								3		1			
249	1130	Cholla MHS	Ex Ed Teacher - CCS English				3				1					
250	1141	Pueblo MHS	English Teacher			2	1			1			1			
251	1143	Pueblo MHS	Music Teacher - Guitar	1		1				2				1		
252	1146	Secrist MS	Math Teacher - 8th Gr				2			1	1					
253	1147	Tucson MHS	Ex Ed Teacher - Autism S/C		1		2			1						
254	1148	McCorkle K-8	Library Media Specialist								3					
255	1154	Cholla MHS	Biology Teacher				2			1						
256	1167	Wheeler ES	Elementary Teacher - Kinder		1		4				1					
257	1168	Wheeler ES	Elementary Teacher - Intermediate		1		4				1					
258	1173	Wheeler ES	Elementary Teacher - ELD 3/4		1		4				1					
259	1187	Cholla MHS	Ex Ed Teacher - Department Chair		1	1	3				1					
260	1190	Ex Ed	Assistant Director - Ex Ed			2					1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
261	1197	Hughes ES	Elem Teacher - 5th Grade				5			1					1	
262	1198	Grijalva ES	Elem Teacher - 5th Grade Dual Lang								3		1			
263	1211	Palo Verde HS	Magnet Site Coordinator													
264	1228	Warren ES	Counselor				2			1	1					
265	1248	Pueblo MHS	PE Teacher			2	1			2						
266	1278	Dunham ES	Elem Teacher - 3rd Grade			1	4				1					
267	1279	Dunham ES	Elem Teacher - 2nd Grade			1	4				1					
268	1281	Oyama/Tolson	Counselor			1	1									
269	1282	UHS	PE & Health Teacher		1	2	1									
270	1286	Wheeler/Holladay	Counselor	1			3				1					
271	1288	Johnson ES	Counselor				1				2	1				
272	1289	Johnson ES	Elem Teacher - 1st Grade				2				2					
273	1290	Erickson ES	Elem Teacher - 4th Grade				1				3					
274	1293	Pistor MS	Science Teacher - 8th Grade				2				1					
275	1299	Gate Department	Itinerant Teacher - 1-5				2				2					
276	1317	Roskruge MS	Science Teacher - 7th Grade			2				2	1					
277	1318	Dodge MS	Band & Orchestra Teacher		1	2	2									
278	1319	Lineweaver ES	Kinder Teacher				3				2					
279	1324	AGAVE MS/HS	Social Studies, Government, Econ Teacher			4	1				1					
280	1326	Elementary Leadership	Director Elementary/K-8		1		2				1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
281	1327	Wright ES	Teaching ES - 3rd Grade			1	1				1				
282	1343	Fruchthendler	Elem Teacher - 4th Grade			1	1				1				
283	1351	Robins K-8	Spanish Teacher -6-8		1		2				1				
284	1352	Dietz K-8	Counselor				2				1				
285	1365	Miles ELC	Teacher - 3,4,5 Co Teach Deaf				2				2				
286	1369	Myers Ganoung ES	ELD Teacher - 2nd Grade				2				1				
287	1370	Myers Ganoung ES	ELD Teacher - 4th Grade				2				1				
288	1376	Hudlow ES	Ex Ed Teacher - Cross Categorical				2			1					
289	1377	University HS	Math Teacher .6 FTE		1	1	3								
290	1378	University HS	Spanish Teacher		1	1	3				3				
291	1381	Marshall ES	Elem Teacher - 2nd Grade				3			1			1		
292	1382	Drachman	Counselor (.50)				1			1	1				
293	1392	Ochoa Magnet ES	Principal			1				1	3	1			
294	1393	Warren ES	Principal		2		2				3		1		
295	1394	Cragin ES	Principal		1	1	2			1	1				
296	1395	Kellond ES	Principal		1	1	2				2				
297	1396	Vesey ES	Principal			1	2				3		1		
298	1398	Sahuaro HS	Assistant Principal			1	3				1				
299	1399	Pistor MS	Principal		1		2			1	2				
300	1415	Ex Ed	Director	1		1				2	1				

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
301	1421	Rose K-8	Learning Support Coordinator				1			1	2				
302	1431	Rose K-8	Teacher - 8th Grade							2	2				
303	1438	Lineweaver ES	Teacher - 1st Grade				4				1				
304	1446	Dunham ES	Counselor			1	2				2				
305	1451	Safford K-8	Kinder Teacher				3				1				
306	1455	CIPDA	Director Language Acquisition								3				
307	1457	Rincon HS	Biology Teacher			1	2			1					
308	1495	Rincon HS	Math Teacher			1	2			1					
309	1510	Hollinger K8	Math Intervention Teachers			1					3				
310	1538	Rincon HS/Interscholastic	Head Athletic Trainer			2	1			1					
311	1608	Palo Verde HS	American / World History Teachers	1			1			1					
312	1612	Erickson ES	Assistant Principal		1		2				3				
313	1613	Grijalva Es	Assistant Principal			1	2				1				
314	1614	Vesey ES	Assistant Principal				3			1	2				
315	1615	Utterback MMS	Assistant Principal		1						2				
316	1616	Valencia MS	Assistant Principal				1				2				
317	1617	Pistor MS	Assistant Principal							1	2				
318	1618	Palo Verde HS	Assistant Principal		2	3	1			2	2				
319	1661	Cholla Magnet High	Magnet Site Coordinator				3			1	1				
320	1754	Fruchthendler ES+C353	Curriculum Service Provider .50				4			1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)													
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial			
				M	F	M	F	M	F	M	F	M	F	M	F		
321	14-0001	Ex Ed	Ex Ed School Psychologist		1		3										
322	14-1831	Rincon HS	Math Teacher - Algebra & Intermediate Algebra			1	1			1							
323	15-0005	Roberts/Naylor K-8	Elementary Teacher - 1 Gr				2				1						
324	15-0006	Tucson Magnet HS	Spanish Teacher		1		1				2						
325	15-0009	Lineweaver ES	Elementary Teacher - 3 Gr				3				1						
326	15-0010	Rincon HS	English Teacher				2			1							
327	15-0011	Exceptional Ed	Ex Ed Teacher - Itinerant Hearing Impaired		1	1	2										
328	15-0012	Tucson Magnet HS	English Teacher (2014-2015 SY)			1	2										1
329	15-0013	University HS	English Teacher		1	3	2		1		1						
330	15-0014	Tucson Magnet HS	Science Teacher - Biology (2014-2015 SY)			1	1										1
331	15-0016	University HS	Library Media Specialist (14-15 SY)			1	3				1						
332	15-0017	Miles ELC	Math Teacher - 6,7,8 and HS Algebra				3				1						
333	15-0018	Maxwell K-8	Ex Ed Teacher - 5,6,7 Autism				1			1	2						
334	15-0018	Sabino HS	Science Teacher - Biology/AP Biology			2	1				1						
335	15-0021	Tucson Magnet HS	Science Teacher (2014-2015 SY)	1		1	1										1
336	15-0022	Davidson ES	Elementary Teacher - Primary (14-15 SY)		1	1	3				1						
337	15-0023	Pueblo Gardens K-8	Social Studies Teacher - 6,7,8 Grade (14-15 SY)			1					3						
338	15-0024	Davidson ES	Elementary Teacher - Intermediate (14-15 SY)		1	1	3				1						
339	15-0026	University HS	Science Teacher - Physics		1		4										
340	15-0027	University HS	Math Teacher		1	1	4				1						

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
341	15-0030	Rincon HS	History Teacher			1	2			1						
342	15-0041	University HS	Art Teacher			1	2		1		2					
343	15-0079	Mansfeld ELD MS	Ex Ed Teacher - CCS 7,8 Gr Lang Arts			1	2			1	1					
344	15-0085	Mansfeld ELD MS	Elementary Teacher - 6 Gr Language Arts				3			1	1					
345	15-0087	Mansfeld ELD MS	PE Teacher - 6,7,8 Gr				1			1	1					
346	15-0089	Sabino HS	Science Teacher - Physics/AP Physics (.6)			2	1				1					
347	15-0095	Tucson Magnet HS	Music Teacher - Guitar (.2)		1		1			1	1					
348	15-0096	Tucson Magnet HS	Music Teacher - Piano Beginning (.4)		1		1			1	1					
349	15-0097	Tucson Magnet HS	Spanish Teacher (.2)		1		1				2					
350	15-0102	Tucson Magnet HS	French Teacher		1		2				1					
351	15-0103	Tucson Magnet HS	English Teacher	1		1					1					1
352	15-0106	Sabino HS	American Gov/Economics/Amer History Teacher			1	2			1						
353	15-0108	Sahuaro HS	CTE Teacher - Culinary Arts (.2)			2					1					
354	15-0111	Sahuaro HS	English Teacher (.4)			1	2									
355	15-0112	Sahuaro HS	Music Teacher - Vocal (.4)			1	1			1						
356	15-0113	Vail MS	Elementary Teacher - 6,7,8 Gr Art				3				1					
357	15-0115	Valencia MS	Art Teacher - 6,7,8 Gr							1	2					
358	15-0117	Sahuaro HS	Math Teacher (.2)			1	1			1						
359	15-0118	Valencia MS	Elementary Teacher - 6 Gr Science/Math							1	1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
360	15-0119	Valencia MS	Elementary Teacher - 6 Gr Social Studies/Language Arts							1	1				
361	15-0122	Valencia MS	Math Teacher - 8 Gr Intervention			1				1	1				
362	15-0123	Sahuaro HS	History Teacher (.4)			2	1								
363	15-0125	Tucson Magnet HS	History Teacher (.6)			1	2				1		1		2
364	15-0127	University HS	PE Teacher - Yoga (.8)			1	1				1				
365	15-0133	Santa Rita HS	Ex Ed CCR Math			1				1	1				
366	15-0134	Gridley Middle	Ex Ed Teacher - Ed Self Contained 6,7,8 Gr				3								
367	15-0136	University HS	CTE Teacher - Information Technologies/Computer			2	1				1				
368	15-0137	University HS	Biology/Geography Teacher				1			1					
369	15-0139	Santa Rita HS	Ex Ed Teacher - ID			1					1		1		1
370	15-0140	Rincon HS	Math Teacher			1				1					
371	15-0142	Rincon HS	Math Teacher			1	1			1					
372	15-0144	Rincon HS	CTE Teacher - Automotive				1			1					
373	15-0147	Tucson Magnet HS	Ex Ed Teacher - ID		1		1				1				
374	15-0148	University HS	History/Geography Teacher		1	2	3				1				
375	15-0149	University HS	Science Teacher - Chemistry		1	2	1	1			2				
376	15-0150	Rincon HS	Art/Drama Teacher				2				1				
377	15-0151	University HS	Math Teacher - Geometry (.4)		1	1	3				1				
378	15-0153	Fruchthendler ES	Elementary Teacher - 1 Gr				4								

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)													
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial			
				M	F	M	F	M	F	M	F	M	F	M	F		
379	15-0154	Tucson Magnet HS	Ex Ed Teacher - Autism				2										1
380	15-0155	Blenman ES	Elementary Teacher - 2nd Gr				3				1						
381	15-0156	Fruchthendler ES	Elementary Teacher - 3 Gr				4										
382	15-0157	Fruchthendler ES	Elementary Teacher - Kindergarten				4										
383	15-0158	University HS	English Teacher		2	2	3										
384	15-0159	Grijalva ES	Elementary Teacher - Kindergarten			1	1			1	2						
385	15-0161	Blenman ES	Elementary Teacher - 4th Gr				3				1						
386	15-0162	University HS	PE Teacher - Yoga (.8)			1	3				1						
387	15-0165	Tucson Magnet HS	CTE Teacher - Digital Photography (.8)		1	1	1			1	1						
388	15-0168	Bonillas	Elementary Teacher - 4 Gr			1	1			1	2						
389	15-0169	Tucson Magnet HS	Art Teacher - Draw/Paint		1			2		1	1						
390	15-0170	Bonillas	Elementary Teacher - 5 Gr			1	1			1	2						
391	15-0171	Tucson Magnet HS	Dance Teacher - Jazz		1		1			1	1						
392	15-0172	Sewell ES	Ex Ed Teacher - CCS Resource		1	1	1				1						1
393	15-0177	Tucson Magnet HS	Music Teacher - Steel Drums (.8)		1		1			1	1						
394	15-0178	Manzo ES	Elementary Teacher - 4,5 Combo				2			1	1						
395	15-0179	Robins K-8	Math Teacher - 6,7,8 Gr		1	1	1				2						
396	15-0181	Tucson Magnet HS	Musical Theater Teacher (.2)		1		1			1	1						
397	15-0182	Tucson Magnet HS	Drama Teacher - Theater Arts Intermediate (.4)		1		1			1	1						
398	15-0184	Tucson Magnet HS	PE Teacher - Yoga		1		1			1	2	1					

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
399	15-0186	Tucson Magnet HS	Ex Ed Teacher - English Resource		1		3				1					
400	15-0187	Rincon HS	Ex Ed Teacher - Ed English or Soc Studies			1	1			1						
401	15-0188	Erickson ES	Elementary Teacher - 4th Gr				2			1	1					
402	15-0190	Rincon HS	Ex Ed Teacher - Job Development Instructor			1	1			1						
403	15-0191	Lineweaver ES	Elementary Teacher - 3,4 Combo				3				1					
404	15-0192	Erickson ES	Ex Ed Teacher - Pre-K Project ABLE				3			1	1					
405	15-0193	Oyama ES	Elementary Teacher - Kindergarten				1									
406	15-0198	Carrillo ES	Elementary Teacher - 5 Gr				3									
407	15-0200	Dietz K-8	Elementary Teacher - ELD 4,5 Gr Combo			1	5				1					
408	15-0201	Dietz K-8	Elementary Teacher - 4 Gr				3				1					
409	15-0202	Borton ES	Elementary Teacher - 4,5 Combo				2			1	1					
410	15-0208	Maxwell K-8	Ex Ed Teacher - K-5 CCS Resource (.5)				1				3					
411	15-0215	Cholla Magnet High	Science Teacher - Biology				4									
412	15-0216	Cholla Magnet High	English Teacher			1	3				1					
413	15-0217	Cholla Magnet High	Economics Teacher			1				1	2					
414	15-0218	Cholla Magnet High	Art Teacher - Beginning	1			1									
415	15-0226	Cholla Magnet High	Spanish Teacher - Honors				1			1	2					
416	15-0227	Cholla Magnet High	History Teacher								2					
417	15-0231	Roberts/Naylor MS	Ex Ed Teacher - ID 6,7,8 Self Contained		1					1						

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
418	15-0232	Cholla Magnet High	CTE Teacher - Automotive		1		1			1						
419	15-0233	Roberts-Naylor K-8	Ex Ed Teacher - K-8 Resource			1	1				2					
420	15-0234	Cholla Magnet High	GATE History Teacher			1				1	2					
421	15-0235	Cholla Magnet High	CTE Teacher - Law Safety				2			1	1					
422	15-0237	Pueblo Magnet HS	Spanish Teacher (.8)			1				2	1					
423	15-0238	Pueblo Magnet HS	CTE Teacher - Communication Media			2				1						
424	15-0245	Cholla Magnet High	Ex Ed Teacher - Co-Teach													
425	15-0246	Pueblo Magnet HS	English Teacher			1	1			1						
426	15-0247	Pueblo Magnet HS	AVID Teacher			1	1			1						
427	15-0248	Cholla Magnet High	Ex Ed Teacher - Job Development Instructor				2			1						
428	15-0249	University HS	English Teacher - 2 Positions		2	2	3									
429	15-0250	Pueblo Magnet HS	Art Teacher - Draw/Paint			2				1	2					
430	15-0255	Pueblo Magnet HS	Science Teacher - Forensic Biology/Integrated Science				1		1	1						
431	15-0257	Pueblo Magnet HS	Ex Ed Teacher - Resource (.5)				1			1	1					
432	15-0259	Robison ES	Ex Ed Teacher - ID 3-5 Self-Contained				1		1		1					
433	15-0260	Robison ES	Ex Ed Teacher - K-5 Resource (.5)				1		1							
434	15-0261	Booth/Fickett K-8	Elementary Teacher - 4,5 Combo			2	2			1						
435	15-0262	Booth/Fickett K-8	Elementary Teacher - ELD 1,2 Gr Combo			2	2			1						
436	15-0265	McCorkle K-8	Elementary Teacher - 7th Gr Self Contained								1					1

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
437	15-0266	Booth/Fickett K-8	Science Teacher - 7 Gr			3	1			1						
438	15-0268	McCorkle K-8	PE Teacher				1				2					
439	15-0269	McCorkle PreK-8	Art Teacher								3					
440	15-0274	Secrist Middle	Ex Ed Teacher - 6,7,8 Resource				1			1	1					
441	15-0275	McCorkle K-8	Ex Ed Teacher - CCS Resource				2				1					
442	15-0277	Rose K-8	Ex Ed Teacher - CCS Resource (.5)				1			1	2					
443	15-0278	Teenage Parent High	Math Teacher (.6)			1	3				1					
444	15-0279	Hollinger K-8	ELD Teacher - 2,3 Gr Combo			1					3					
445	15-0280	Teenage Parent High	Math Teacher			1	3				1					
446	15-0285	Hollinger K-8	PE Teacher - 7,8 Grade			2					3					
447	15-0294	Sahuaro HS	Ex Ed Teacher - Math Resource				2			1						
448	15-0296	Lineweaver ES	Ex Ed Teacher - K-3 Ed Self-Contained				2				1					
449	15-0297	Doolen MS	Ex Ed Teacher - CCS Math 6,7,8								3					
450	15-0301	Davis Bilingual	Ex Ed Teacher - Bilingual K-5 LD				2				1					
451	15-0306	Cavett ES	Ex Ed Teacher - K-2 (Autism)				2				3					
452	15-0315	Cragin ES	Elementary Teacher - Drama		1	1	1									
453	15-0316	Safford K-8	Ex Ed Teacher - CCS Resource K-5			1	1			1						
454	15-0324	Fine Arts	Music Teacher - Band & Orchestra (Fine Arts)				3				1					
455	15-0335	Ex Ed	Educational Technology Integration Specialist			1	1				1					
456	15-0339	University HS	History/Geography AP Teacher		1	2	3				1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)													
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial			
				M	F	M	F	M	F	M	F	M	F	M	F		
457	15-0346	Holladay ES	Elementary Teacher - Art	1		1	2										
458	15-0349	Sabino	PE/Dance Teacher	1		1											
459	15-0349	Sabino HS	PE/Dance Teacher			2	1				1						
460	15-0350	Robison ES	Elementary Teacher - PE (.6)				2				1						
461	15-0353	Ex Ed	Ex Ed Teacher - Co-Teach				1			1	1						
462	15-0360	Catalina Magnet HS	English Teacher				1			1	1						
463	15-0361	Erickson ES	Ex Ed Teacher - CCS Resource (.5)				2				1						
464	15-0362	Catalina Magnet HS	History Teacher			1				1	1						
465	15-0363	Mission View ES	Elementary Teacher - Kindergarten, Dual Language								1		1				
466	15-0365	Cavett ES	Teacher/Coach				1				2						
467	15-0366	Catalina Magnet HS	Math Teacher	1			1			1	1						
468	15-0367	Lawrence ES	Elementary Teacher - 4th Gr				2				1						1
469	15-0370	Catalina Magnet HS	PE Teacher			1	1			1							
470	15-0371	Catalina Magnet HS	ELD Teacher				2				1						
471	15-0373	Utterback Magnet MS	Magnet Site Coordinator		1		2				1		1				
472	15-0377	Utterback Magnet	Technology Teacher - 6,7,8			1	1			1							
473	15-0380	Catalina Magnet HS	Teacher/Coach				1			1							
474	15-0389	Tucson Magnet HS	School Nurse RN				2				1						1
475	15-0392	Rose K-8	Elementary Teacher - Kindergarten							1	2						

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
476	15-0393	Catalina Magnet HS	Ex Ed Teacher - ID Self Contained				2			1						
477	15-0396	Catalina MHS	CTE Teacher - Business Management & Administrative Services			1	1			1						
478	15-0397	Utterback Magnet MS	Music Teacher - 6,7,8 Orchestra/Band/Mariachi	1	1		1				1	1	1			
479	15-0398	Robins K-8	Elementary Teacher - 3rd Grade		1		3									
480	15-0401	Pueblo Gardens K-8	Music Teacher - 6,7,8 Mariachi			1	1				1					1
481	15-0402	Palo Verde Magnet High	Ex Ed Teacher - ID				1			1	1					
482	15-0403	Oyama ES	Ex Ed Teacher - CCS Resource													
483	15-0404	Borman ES	Elementary Teacher - 3rd Gr		2		1		1		1					
484	15-0405	Teenage Parent HS	CTE Teacher - Early Childhood				2				1					
485	15-0407	Hughes ES ES	Elementary Teacher - Intermediate			1	4									
486	15-0408	Mansfeld ELD MS	Elementary Teacher - 6 Gr Math				1			1	2					
487	15-0409	Roberts/Naylor K-8	Music Teacher - Guitar/Mariachi (.8)				2			1	2					
488	15-0410	Robert/Naylor	Math Teacher - 8th Gr				1			1	2					
489	15-0411	Roberts/Naylor K-8	Elementary Teacher - ELD 2,3				1				2					
490	15-0412	Ex Ed	Ex Ed Itinerant Teacher - VI		1			2	1							
491	15-0414	Ex Ed	Ex Ed Teacher		1	1	2									
492	15-0438	Hollinger K-8	Social Studies Teacher - 7,8 Gr			2	1									
493	15-0464	Borton ES	Elementary Teacher - 2nd Gr				2			1	1					
494	15-0465	Catalina Magnet HS	American Govt. / World History Teacher				1			1	1					
495	15-0467	Kellond ES	Elementary Teacher - 5 Gr			1	2				1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
496	15-0470	Magee MS	ELD Teacher (.4)				1				1					
497	15-0471	Palo Verde MHS	Art Teacher		2					1						
498	15-0472	CIPD	Teacher/Coach (UVA Special Projects)	1	1		3						2			
499	15-0475	Catalina Magnet HS	Ex Ed Teacher - Department Chair				2			1						
500	15-0476	Catalina Magnet HS	Ex Ed Teacher - Resource			1	1				1					
501	15-0478	Ex Ed	Ex Ed Teacher - Adapted PE			1	3				1					
502	15-0479	Ex Ed	Ex Ed Teacher - Job Development Instructor		1	2	2									
503	15-0488	Palo Verde MHS	Ex Ed Teacher - Department Chair		1	1	3									
504	15-0489	Whitmore Annex High	Alternative to Suspension Teacher			1	1			1	1					
505	15-0490	Valencia MS	Math Teacher - 7 Grade								2					
506	15-0492	Safford K-8	Language Arts Teacher - 8 Grade				2			1						
507	15-0498	Robison ES	Ex Ed Teacher - Ed Self Contained 3-5 Grade				1				1					
508	15-0537	Carrillo ES	Magnet Site Coordinator				2				3					
509	15-0539	Cragin ES	Magnet Site Coordinator		1	1	1									
510	15-0545	Johnson ES	Elementary Teacher - Primary				2				1					
511	15-0546	Cavett ES	Early Childhood Teacher - PACE				1				2					
512	15-0547	Curriculum, Instruct, PD	Professional Development Academic Trainer - Math		1	1			1	1	1					
513	15-0548	Palo Verde MHS	Ex Ed - Job Development Instructor				2			1						
514	15-0552	Hudlow ES	Elementary Teacher - 4th Gr				3									

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
515	15-0555	Lineweaver ES	Counselor				2				1					
516	15-0556	Hughes ES	Elementary Teacher - 1st Gr				5			1						
517	15-0564	Miller ES	Elementary Teacher - 5th Gr				1				1					
518	15-0571	Booth/Fickett K-8	Math Teacher - 7th/8th Grade			2	1			1						
519	15-0572	Collier ES	Elementary Teacher - 1/2 Gr Combo		1		1									
520	15-0573	Ochoa ES	Elementary Teacher - 1/2 Gr Combo				3				1					
521	15-0574	Dodge Middle	Language Arts Teacher - 7th Gr			1	4				1					
522	15-0575	Pueblo Gardens K-8	Elementary Teacher - 5th Gr			1	1				3					
523	15-0576	Robins K-8	Elementary Teacher - 4th Grade		1	1	2									
524	15-0578	Ochoa ES	Magnet Site Coordinator				2				2					
525	15-0581	Cragin ES	Elementary Teacher - 1st Gr		1	1	3									
526	15-0603	Rose K-8	Elementary Teacher - ELD 4,5							1	2					
527	15-0604	Cragin ES	Elementary Teacher - Dance		1	1	2									
528	15-0606	Warren ES	Elementary Teacher - 1st Gr				2		1		1					
529	15-0608	Roberts/Naylor K-8	Teacher/Coach				1			1	2					
530	15-0610	Gridley Middle	Social Studies Teacher - Gr 7	1		1	4									
531	15-0620	Johnson ES	Ex Ed Teacher - Preschool Explorer				2				2					
532	15-0622	Vail MS	Ex Ed Teacher - CCS Resource	1			3				1					
533	15-0623	Vail MS	Technology Teacher - 6,7,8 (.6)		1		3			1						
534	15-0626	Maxwell K-8	Elementary Teacher - 5th Gr				2			1	1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

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#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
535	15-0627	Tully ES	Elementary Teacher				1			1	1				
536	15-0628	Miller ES	Elementary Teacher - Primary				1				1				
537	15-0632	Gridley MS	Language Arts Teacher - 6th Gr			1	3				1				
538	15-0633	Gridley Middle	Social Studies Teacher - 8 Gr		1	1	4								
539	15-0635	Ex Ed	Ex Ed Teacher - Behavior Specialist		1		2				1				
540	15-0637	Tucson Magnet HS	PE Teacher - Yoga		1		1			1	2				
541	15-0638	Rincon HS	Spanish Teacher				1			1					
542	15-0642	Secrist Middle	Language Arts Teacher - 6th Gr				2			1					
543	15-0643	Secrist Middle	Language Arts Teacher - 7th Gr				2				1				
544	15-0645	McCorkle ES	Elementary Teacher - 6th grade								3				
545	15-0658	Maldonado ES	Elementary Teacher - Intermediate				1				2				
546	15-0659	Howell & Sewell ES	Counselor			1	2								
547	15-0660	Palo Verde Magnet High	English Teacher				2			1					
548	15-0662	Lineweaver ES	Elementary Teacher - 4th Gr				3				1				
549	15-0663	Wright ES	Elementary Teacher - 4th Gr			1					2				
550	15-0664	Lineweaver ES	GATE Teacher - 3rd Gr Self Contained				3				1				
551	15-0665	Lineweaver ES	Elementary Teacher - 1st Gr				3				1				
552	15-0667	Booth/Fickett	Ex Ed Teacher - Autism			2									
553	15-0668	Davidson ES	Elementary Teacher - ELD 3,4,5			1	2								
554	15-0670	Soleng Tom ES	Elementary Teacher - 4th Gr				2			1	1				

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
555	15-0671	Oyama & Drachman	Counselor				2			1						
556	15-0672	Safford K-8	Math Teacher - 7,8 Gr		1		2									
557	15-0673	Fruchthendler/Collier ES	Counselor		1		2									
558	15-0674	Lynn/Urquides ES	Elementary Teacher - 2 Gr				1			1	2					
559	15-0675	Gale ES	Counselor				4									
560	15-0676	Miles ELC K-8	Science Teacher - 6,7,8 Gr				2				1					
561	15-0677	Ford ES	Counselor				4									
562	15-0678	Borman ES	Counselor		2		4									
563	15-0679	Booth/Fickett	Science Teacher - 8 Gr			2				1						
564	15-0684	McCorkle ES	Elementary Teacher - 5th Gr								3					
565	15-0685	Pistor Middle	Science Teacher - 7 Gr			2				1						
566	15-0686	Secrist Middle	Math Teacher - 8th Gr/Algebra				2			1						
567	15-0687	G.A.T.E. Department	GATE Itinerant Teacher				2			1						
568	15-0688	Van Buskirk ES	Elementary Teacher - 5th Gr Dual Language				1			1						1
569	15-0692	Doolen MS	Math Teacher - 8th Gr/Algebra				1				1					
570	15-0695	Sabino HS	Counselor			1	2			1						
571	15-0697	Dunham ES	Learning Supports Coordinator				1				1					
572	15-0699	Tucson Magnet HS	Counselor		2		1		1							
573	15-0702	Santa Rita High	Learning Supports Coordinator			1	2				1		2			
574	15-0703	Myers/Ganoung ES	Counselor		1		1				1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
575	15-0704	Hughes ES	Counselor (.5)				2			1						
576	15-0705	McCorkle K-8	Elementary Teacher - 1st Gr								1					1
577	15-0706	McCorkle K-8	Elementary Teacher - 3 Gr								1					1
578	15-0707	Tucson Magnet HS	Chemistry 1 & 2		1		1				2					
579	15-0708	Sewell ES	Ex Ed Teacher - Autism			1	2				1					
580	15-0712	Hollinger K-8	Elementary Teacher - 4th ELD			1					3					
581	15-0713	Robison ES	Magnet Site Coordinator				1				1					
582	15-0714	Davis ES	Elementary Teacher - Bilingual 2 Gr								2					
583	15-0716	Drachman ES/Oyama ES	Learning Supports Coordinator				1				1					
584	15-0719	Safford K-8	Social Studies Teacher - 8 Gr				2			1						
585	15-0720	Pistor MS	Counselor			1					1		1			
586	15-0721	Steele ES	Learning Supports Coordinator				2				1					
587	15-0722	Miles K-8	Learning Supports Coordinator				2			1						
588	15-0724	Whitmore ES	Counselor (.5)			1	4									
589	15-0726	Dodge Magnet	Magnet Site Coordinator			1	3			1						
590	15-0728	Oyama ES	4th Grade Teacher				1				2					
591	15-0729	Guidance & Counsel	Learning Supports Coordinator-Borton ES/Robison ES				2				1					
592	15-0745	Ex Ed	Ex Ed Teacher - Child Find				1				2					
593	15-0750	Sahuaro HS	Math Teacher			1	1			1						

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
594	15-0751	Sahuaro HS	Music Teacher - Band (.4)				5			1						
595	15-0757	Safford K-8	Counselor			1	1				1					
596	15-0763	Davidson ES	Elementary Teacher - Kindergarten				2				1					
597	15-0765	Lynn Urquides ES	Ex Ed Teacher - ID							1	2					
598	15-0766	Robins K-8	Spanish Teacher - 7,8th Gr		1		1									
599	15-0767	Manzo/Davis	Counselor				1				2					
600	15-0770	Rincon HS	English Teacher				2			1						
601	15-0773	Santa Rita High	Math Teacher				2			1	1		1			
602	15-0781	Hollinger K-8	Learning Supports Coordinator			1	1			1	1					
603	15-0788	Sahuaro HS	Biology & Anatomy Teacher		1	1	2				1					
604	15-0814	Santa Rita High	Counselor			1	1			1	1		1			
605	15-0815	Pueblo Magnet HS	History & Government Teacher			1				1	1					
606	15-0817	Davidson ES	Elementary Teacher - 3rd Gr		1	1	1				1					
607	15-0819	Steele ES	Elementary Teacher - Intermediate			1	3				1					
608	15-0820	Palo Verde MHS	Math Teacher - Algebra				1			1						
609	15-0846	Vail MS	Language Arts Teacher - 8 Gr			1	4									
610	15-0849	Lawrence K-8	Math Teacher - 7,8 Gr		1		2									
611	15-0850	Lawrence ES	Science Teacher - 7,8 Gr				2			1						
612	15-0851	Lawrence ES	Social Studies Teacher - 7,8 Gr		1		3									
613	15-0852	Lawrence ES	Language Arts Teacher - 7,8 Gr		1		2									

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
614	15-0857	GATE Department	GATE Itinerant Teacher (.4 FTE)				3				2					
615	15-0864	Manzo ES	Elementary Teacher - 3/4 ELD Combo				1			1						
616	15-0865	Cholla Magnet HS	Math Teacher	1			2									
617	15-0866	Tolson ES	Elementary Teacher - 3 Gr			1	1				1					
618	15-0867	Hollinger K-8	Ex Ed Teacher - CCS Resource				2			1						
619	15-0868	Vail MS	Science Teacher - 8 Gr	1	1	1					1					
620	15-0871	Maxwell K-8	Elementary Teacher - Primary			1	2				1					
621	15-0872	Santa Rita HS	Drama Teacher - (.4)				1			1						
622	15-0873	Santa Rita HS	French Teacher (.4)				1			1	1		1			
623	15-0875	Soleng Tom ES	Elementary Teacher - Kindergarten				2			1						
624	15-0876	CORE Plus - Vail MS	Elementary Teacher - 6 Gr (CORE Plus Program)			1	1			1						
625	15-0877	Gale ES	Elementary Teacher - 4th Grade				3				1					
626	15-0878	Booth/Fickett K-8	Ex Ed Teacher - Cross Cat Resource 6,7,8			2	1		1							
627	15-0880	Booth/Fickett	Ex Ed Teacher - ID Self-Contained 6,7,8		1	1	1									
628	15-0881	Booth/Fickett K-8	Elementary Teacher - 5th Gr			2	1			1						
629	15-0889	Hughes ES	Elementary Teacher - Kindergarten				2			1						
630	15-0892	Utterback Magnet MS	Drama Teacher - 6,7,8 Gr	1	1		1				1	1	1			
631	15-0900	Safford K-8	Elementary Teacher - ELD			1	1				1					
632	15-0903	Henry ES	Elementary Teacher - 5th Grade			1	5									
633	15-0905	Palo Verde MHS	Earth Science Teacher	1			2			1						

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)													
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial			
				M	F	M	F	M	F	M	F	M	F	M	F		
634	15-0906	Sahuaro HS	Learning Supports Coordinator		1	1	3										
635	15-0908	Doolen MS	Learning Supports Coordinator				5				2						
636	15-0910	McCorkle K-8	Learning Supports Coordinator				1				2						
637	15-0914	Cragin ES	Ex Ed Teacher Resource		1	1					1						
638	15-0918	Pueblo Magnet HS	English Teacher			1	1			1	1						
639	15-0931	Lawrence 3-8	Elementary Teacher - Intermediate		1		3										
640	15-0936	Tucson Magnet HS	Science Teacher - Integrated Science				2				1						1
641	15-0937	Pueblo Magnet HS	Math Teacher			1				1	2						
642	15-0939	Vail MS	Elementary Teacher - 6th Grade Math				1				1						
643	15-0942	Secrist MS	Ex Ed Teacher - Autism				1			1							
644	15-0942	Secrist MS	Ex Ed Teacher - Autism														
645	15-0945	Safford K-8	Art Teacher - 6 Gr				1		1		1						
646	15-0946	Sewell	Ex Ed Teacher														
647	15-0947	Project MORE	Math Teacher				1				1					1	
648	15-0948	Booth/Fickett K-8	Computer Teacher - 6,7,8 Grade				2	1		1							
649	15-0949	Booth/Fickett K-8	Social Studies Teacher - 7th Grade				2				1						
650	15-0950	Booth/Fickett K-8	Teacher/Coach				3		1								
651	15-0969	Roberts Naylor K-8	Elementary Teacher - 5th Gr				1		1		1						
652	15-0971	Collier ES	Ex Ed Teacher - CCR		1	1	2										
653	15-0975	Van Buskirk ES	Elementary Teacher - 3rd Grade Dual								1	3					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
654	15-0976	Van Buskirk ES	ELD Teacher - 3,4 Gr							1	1				
655	15-0977	Roskruge Bilingual	Elementary Teacher - 3rd Grade Dual							1	2				
656	15-0979	Utterback MS	Ex Ed Teacher - 6,7,8 CCS/Language Arts		1		2				1				
657	15-0995	Borton ES	Ex Ed Teacher - CCS Resource				1				1				
658	15-1002	Sabino HS	English Teacher			1	2								
659	15-1007	Life Skills-Doolen MS	Alternative to Suspension Teacher			1				1	1				
660	15-1008	Project MORE	Secondary Teacher - Credit Recovery (.6)			1	1				1				
661	15-1010	Utterback MS	Counselor		1		1				1		1		1
662	15-1016	Holladay ES	Elementary Teacher - 1/2 Gr ELD	1			2				1				
663	15-1023	Robins K-8	Elementary Teacher - Kindergarten		1		2				1				
664	15-1024	Miller ES	Elementary Teacher - 4th Gr				2				1		1		
665	15-1030	Cragin ES	Elementary Teacher - 4th Gr		1		2								
666	15-1031	McCorkle K-8	Counselor							1	2				
667	15-1032	Pistor MS	Art Teacher			2	1								
668	15-1039	Wheeler	Math Intervention Teacher		1		2		1						
669	15-1041	Ochoa ES	Teacher 4th				1				2				
670	15-1042	White ES	Elementary Teacher - 1 Gr								3				
671	15-1047	Safford K-8	Language Arts Teacher - 7 Gr			1	1				1				
672	15-1058	Gridley MS	Language Arts Teacher - 7 Gr		1	1	5								
673	15-1064	CE Rose K-8	Music Teacher - Choir				1			1	2				

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
674	15-1073	Tolson ES	Elementary Teacher - 4 Gr			1				1						
675	15-1078	Oyama ES	Elementary Teacher - 2nd Gr				1				1					
676	15-1081	Dietz ES	Elementary Teacher - 3rd Gr		1		3									
677	15-1083	Dietz ES	Elementary Teacher - 3rd Gr		1		3									
678	15-1086	Booth/Fickett	Ex Ed Teacher - CCS Resource													
679	15-1093	Fruchthendler ES	Elementary Teacher - 1st Gr				3									
680	15-1102	Marshall ES	Elementary Teacher - 5 Gr						1			1				
681	15-1108	Vail MS	PE Teacher			2					1					
682	15-1113	Myers/Ganoung ES	Elementary Teacher - 4 Gr				1				2					
683	15-1114	Santa Rita HS	Ex Ed Department Chair			1	1			1						
684	15-1118	University HS	Music Teacher			4					1					
685	15-1132	Sabino HS	CTE Teacher - Comm Media/Photography/Film/TV	1		1				1						
686	15-1133	Ex Ed	Speech Clinician II 1 of 3			1	1				1					
687	15-1139	Borton ES	Elementary Teacher - Music (.8)			3					1					
688	15-1147	Sahuaro HS	Spanish Teacher - (.6 contract)			2	1									
689	15-1153	Safford K-8	Social Studies Teacher - 8th Gr			1	1				1					
690	15-1161	Pueblo HS	Teacher - In-House Suspension			3				1	1					
691	15-1195	Doolen MS	Spanish Teacher - 7 & 8 Grade		1	1	1									
692	15-1200	Drachman MMS	Elementary Teacher - Montessori 1,2,3 Combo				1		1	1	1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)												
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial		
				M	F	M	F	M	F	M	F	M	F	M	F	
693	15-1208	Sahuaro HS	PE Teacher			1	1				1					
694	15-1216	Direct Link	Ex Ed - Job Development Instructor (.5)		1	1	1									
695	15-1218	Robison ES	Elementary Teacher - 5th Gr				3				1					
696	15-1234	Magee MS	Language Arts Teacher - 7/8 Gr			1				1						
697	15-1235	Roskruge Bilingual Magnet K-8	Science Teacher - 6 Gr	1		1				1						
698	15-1244	Dodge MS	Science Teacher - 8th Gr			1	2			1						
699	15-1245	Tucson Magnet HS	PE Teacher		1					1	2					
700	15-1246	Tucson Magnet HS	Biology Teacher				2				1					1
701	15-1261	Cholla Magnet HS	PE Teacher		1					1	1					
702	15-1263	Santa Rita HS	Music Teacher			1	1				1					
703	15-1327	Utterback MS	Art Teacher - 6,7,8 Gr								1					1
704	15-1330	Borton ES	Elementary Teacher - Primary				2				1					
705	15-1331	Lawrence ES	Language Arts Teacher (Temp) - 7,8 Gr				1			1						
706	15-1346	Sabino HS	Chemistry Teacher (.6 contract)			2				1						
707	15-1410	Pueblo HS	CTE Teacher - Communication Media Tech			2				1	1					
708	15-1411	Pueblo Magnet HS	Economics Teacher			1				1	2					
709	15-1413	Lynn Urquides ES	Teacher 2nd grade							1	2					
710	15-1439	Davidson	Kindergarten Teacher				1				1					1
711	15-1496	Warren ES	Ex Ed Teacher - ID Self Contained		1	1	2									
712	15-1526	Whitmore ES	Ex Ed Teacher (.50)				4				1					

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## USP I.V.K.1.d.ii Interview Committee Participants Diversity

## Administrative and Certificated Interviews SY 2014-15

#	Job #	Site	Position Title	RACE/ETHNICITY & GENDER (M or F)											
				African Am		Anglo		Asian/ PI		Hispanic		Native Am		Multi Racial	
				M	F	M	F	M	F	M	F	M	F	M	F
713	15-1547	Valencia MS	Teacher - In house			2				2	2				
714	15-2007	Palo Verde MHS	PE Teacher			1	1			1					
715	15-2017	Bloom ES	Ex Ed Teacher - CCP				3				2				
716	15-2028	Borton Magnet	Ex Ed Teacher				3				1				
717	15-2031	Lineweaver ES	Ex Ed Teacher - CCS Resource (.5)				2				2				
718	15-2035	White ES	Ex Ed Teacher				1				1				
719	15-2070	Roberts Naylor K-8	2nd Grade Teacher				1			1	1				

#	Job #	Site / Department	Job Title Advertised	Name	Edu Level	Race/ Ethnicity	Date Applied	Disposition
1	15-2017	Bloom ES	Ex Ed Teacher - CCR	McGovern, Ana	BS	White	07/01/2014	DPO - Accepted Other Position
2	15-0774	Santa Rita HS	Chemistry Teacher	Remolina, Macy	Edd	White	07/02/2014	DPN -No Reason Given
3	15-0193	Oyama ES	Elem Teacher - Kindergarten	Mygrant, Casey	BS	White	07/02/2014	DPO - Accepted Other Position
4	15-0919	Pueblo MHS	French Teacher	O'Brien Ramirez, Kathleen	PhD	Unspecified	07/04/2014	DPS- Declined Salary
5	15-1168	Santa Rita HS	Teacher/Coach	Burkholder, Margaret B.	BA	Hispanic	07/05/2014	DPN -No Reason Given
6	15-0699	Tucson MHS	Math Teacher - 7 Gr	Goldberg, David	MS	Unspecified	07/06/2014	DPP- Personal Reasons
7	15-0264	Booth/Fickett K-8	Ex Ed Teacher - 6,7,8 Self-Contained	Beaver, Larry	ME	Hispanic	07/14/2014	DPP- Personal Reasons
8	15-0336	Myers Ganoung ES	Math Teacher	Knapp, Erin	MS	Unspecified	07/28/2014	DPO - Accepted Other Position
9	15-1208	Sahuaro HS	Counselor	Ledvina, Lisa A.	ME	Unspecified	07/28/2014	DPP- Personal Reasons
10	15-0769	Cholla MHS	Ex Ed Teacher - English Resource	Collins, Thomas	ME	Hispanic	07/30/2014	DPN -No Reason Given
11	15-1066	Maxwell K-8	Counselor	Bell, Angela	MA	African Am	08/03/2014	DPN -No Reason Given
12	15-0924	Lynn/Urquides	Math Teacher	Pargas, Marisa	ME	Unspecified	08/06/2014	DPN -No Reason Given

#	Job #	Site / Department	Job Title Advertised	Name	Edu Level	Race/ Ethnicity	Date Applied	Disposition
13	15-0276	Secrist MS	PE Teacher	Lopez, Tommy	ME	White	08/07/2014	DPP- Personal Reasons
14	15-1252	Tucson MHS	Math Teacher - RTI / Algebra I, II & Geometry	Kwolek, Marsha	PhD	Unspecified	08/12/2014	DPO - Accepted Other Position
15	15-2028	Borton ES	Elem Teacher - 1 Gr	McGovern, Ana	BS	White	08/17/2014	DPO - Accepted Other Position
16	15-1327	Utterback MS	Art Teacher - 6,7,8 Gr	Gardner, Jan	BA	Unspecified	08/28/2014	DPS- Declined Salary
17	15-0971	Collier ES	Ex Ed Teacher - CCP	Faust, Whitney	ME	Hispanic	09/13/2014	DPO - Accepted Other Position
18	15-0140	Rincon HS	Ex Ed Teacher - K-5 Resource	Fletcher, Joseph	ME	Hispanic	09/13/2014	DPO - Accepted Other Position



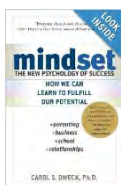
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## SYLLABUS

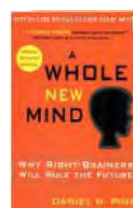
September 2014 – April 2015

Date	Session	Topic	Presenter(s)	Homework
September 17, 2014	#1	Overview: Big Picture	Dr. HT Sanchez, Steve Holmes, Ana Gallegos, Dr. Abel Morado & Gene Butler	A Message to Garcia, E. Hubbard
October 1, 2014	#2	ISLLC # 2 - Culture of Learning / Instruction, part 1	Steve Holmes	A Whole New Mind, D. Pink Part 1, pages 1-61
October 22, 2014	#3	ISLLC # 2 - Culture of Learning / Instruction, part 2	Steve Holmes	A Whole New Mind, D. Pink Part 2, pages 65-247
November 12, 2014	#4	ISLLC #1 - Shared Vision	Dr. HT Sanchez, Steve Holmes, Ana Gallegos, Dr. Abel Morado & Gene Butler	Mindset C. Dweck Ch 1-3, pages 3-81
December 17, 2014	#5	ISLLC # 3 - Management	Anna Maiden, Ana Gallegos & Dr. Abel Morado	Mindset C. Dweck Ch. 4-6, pages 82-172
January 21, 2015	#6	ISLLC #4 - Equity / Collaboration	Gene Butler	Mindset C. Dweck Ch. 7-8, pages 173-246
February 18, 2015	#7	ISLLC #5 - Professionalism	Julie Tolleson, Ana Gallegos & Dr. Abel Morado	
March 25, 2015	#8	ISLLC # 6 - Advocacy	Dr. HT Sanchez	
April 15, 2015	#9	Culmination Project	Ana Gallegos, Dr. Abel Morado, Steve Holmes & Gene Butler	
April 29, 2015	#10	Culmination Project	Ana Gallegos, Dr. Abel Morado, Steve Holmes & Gene Butler	

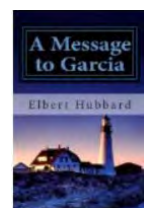
Mindset: The New Psychology of Success  
by Carol Dweck



A Whole New Mind: Why Right-Brainers  
Will Rule the Future Daniel H. Pink



A Message to Garcia  
By Elbert Hubbard



**2014-2015 TUSD Leadership Prep Academy Participant List**

Last Name	First Name	Site	Current Position	Yrs in Position	Ethnicity	Gender
<b>Adams</b>	Cathy	Vesey	Teacher Coach (CF)		White	Female
<b>Arakaki</b>	Renee	Title I	Program Coordinator		Asian	Female
<b>Chavez</b>	Megan	Robins	Teacher Mentor (CF)		White	Female
<b>Duran</b>	Veronica	Magee	Asst. Principal		Hispanic	Female
<b>Edwards</b>	Nathan	Cragin	Interim Principal	1	White	Male
<b>Evans</b>	Andrea	Drachman	Teacher		Hispanic	Female
<b>Fosmire</b>	William	Davidson	Teacher		White	Male
<b>Gunnels</b>	Kathryn	Rincon	LSC		White	Female
<b>Harris</b>	Deanna	Kellond	Interim Principal	2	White	Female
<b>Herring</b>	Sharon	Robison	Magnet Coordinator		White	Female
<b>Holley</b>	Antasio	Catalina	Asst. Principal		Black	Male
<b>Johnston</b>	Diana	Ford	Counselor		White	Female
<b>Lewis Jr</b>	Murray	Rose	Teacher		Black	Male
<b>Lundstrom</b>	R. J.	Sahuaro	Asst. Principal		White	Male
<b>Morrow</b>	Red	Interscholastics	Program Coordinator	2	White	Male
<b>Morse</b>	Mary	Santa Rita	Asst. Principal	2	White	Female
<b>Patrick</b>	Stephen	Secrist	Teacher		White	Male
<b>Ranjel III</b>	Alberto	Rincon	Program Coordinator		Hispanic	Male
<b>Rodriguez-Quihuis</b>	Elizabeth	White	LSC		Hispanic	Female
<b>Thompson</b>	Roberto	Palo Verde	Asst. Principal	4	Hispanic	Male
<b>Torres</b>	Yvonne	Mansfeld	Asst. Principal		Hispanic	Female
<b>Walls</b>	Emily	Banks	Teacher Coach (CF)		Hispanic	Female

**Recommendations Received = 66**

Total Participants = 22	Ethnic Breakdown:	Gender Breakdown:
<ul style="list-style-type: none"> <li>Anglo Males = 5</li> <li>African-American Males = 2</li> <li>Hispanic Males = 2</li> <li>Anglo Females = 7</li> <li>African-American Females = 0</li> <li>Hispanic Females = 5</li> <li>Asian Female = 1</li> </ul>	<ul style="list-style-type: none"> <li>Minority = 45%    Anglo = 55%</li> <li>Hispanic = 31.8%</li> <li>African-American = 9.1%</li> <li>Anglo = 54.5%</li> <li>Asian = 4.6%</li> </ul>	<ul style="list-style-type: none"> <li>Male = 41%    Female = 59%</li> </ul>

**TUCSON UNIFIED SCHOOL DISTRICT**  
**“TUSD/UA Educational Leadership Cohort”**  
**AGREEMENT**  
**Part of the GROW OUR OWN Program**  
**SCHOOL YEAR 2014-2015**

**PURPOSE:** This agreement is entered into between the TUCSON UNIFIED SCHOOL DISTRICT (TUSD) and «Fname» «Lname», «EmpID», (Employee) for the purpose of defining both the TUSD’s and Employee’s rights and obligations arising out of Employee’s participation in the “Grow Your Own” TUSD/UA Educational Leadership Cohort (Program) in which TUSD provides tuition assistance for the first year of the two-year program.

**TUITION ASSISTANCE:** As represented in the table below, assistance up to the amount of \$2,531.55 will be provided for the first semester of year 1 and, up to the amount of \$5,063.10 for the second semester of year 1 for a total of \$7,594.65.

	<i>Year 1</i>		<i>Summer</i>	<i>Year 2</i>		<i>TOTAL</i>
	<i>Fall</i>	<i>Spring</i>		<i>Fall</i>	<i>Spring</i>	
<i>TUSD Portion</i>	2,531.55	5,063.10	0	0	0	7,594.65
<i>UA Portion</i>	400.00	500.00	0	600.00	700.00	2,200.00
<i>Individual Portion</i>	2,131.55	-500.00	5,504.00	4,463.10	4,363.10	15,961.75

**TERM OF AGREEMENT:** This agreement is for the 2014-2015 through the 2015-2016 school years. All course obligations must be completed by the end of the 2015-2016 school year.

**TUSD’s OBLIGATIONS:**

1. TUITION ASSISTANCE: TUSD agrees to pay up to the amount of \$2,531.55 to the University of Arizona towards the Employee’s for fall semester Year 1 tuition and, up to the amount of \$5063.10 for the spring semester Year 1.
2. PAYMENT SCHEDULE:
  - (a) Fall tuition will be processed in August
  - (b) Spring tuition will be processed in December
4. CHANGES TO THE PROGRAM: TUSD reserves the right to change or discontinue this program in successive years and agrees to notify Employee in a timely manner of any changes or plan to discontinue this program. There is no guarantee that this program will be continued in successive years.

**EMPLOYEE OBLIGATIONS:**

1. ENROLLMENT: Employee agrees to apply and be accepted into the University of Arizona’s Graduate College and complete a Master of Education in Educational Leadership within two-years of signing this agreement.

- 2. EMPLOYEE: Upon obtaining a Master of Education in Educational Leadership, Employee agrees to obtain an Arizona Principal Certificate and apply for all vacant site administrative positions. Employee will continue employment within TUSD for the agreed upon support years as defined below.
- 3. SUPPORT YEARS: Employee agrees to continue employment with TUSD for two years after completion of Masters program and obtaining Arizona Principal Certification.
- 4. Employee agrees that this Agreement controls over any Employee Agreement between the District and any employee organization or group, now or in the future.
- 5. DEFAULT: Unless otherwise provided in this Agreement, Employee agrees to fully repay the District for the tuition assistance directed to the Employee if Employee does not complete the required number of support years within the District under the terms and conditions specified in the is agreement. If Employee resigns or transfers from his/her current position before the completion of the required support years, Employee agrees to have the required payment deducted from a final paycheck or to arrange to repay the District in monthly installments.

**AMENDMENTS:** Any and all amendments to this Agreement must be in writing and signed by TUSD’s SR. Director of Curriculum Deployment.

**CONFLICT RESOLUTION:** Disagreements between TUSD and Employee that arise out of this Agreement shall be referred to the Deputy Superintendent Teaching and Learning and/or his or her designee for final resolution, subject to the right of either party to enforce this Agreement in court.

**ENTIRE AGREEMENT:** This Agreement is the full and complete agreement between Employee and TUSD concerning the “Grow Your Own” TUSD/UA Educational Leadership Cohort (Program)

Signed and dated this \_\_\_\_\_ day of \_\_\_\_\_, 201.

**«Fname» «Lname»** \_\_\_\_\_  
Printed Employee Name

**«EmpID»** \_\_\_\_\_  
Employee ID Number

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Program Administrator

\_\_\_\_\_  
Date



Office of the Senior Vice President for Research  
Office of Research and Contract Analysis

888 N. Euclid Ave., Rm 515  
P.O. Box 210158, Rm 515  
Tucson, AZ 85721-0158  
Tel: (520) 626-3050  
www.orca.arizona.edu

**Transmittal Memo**

Date: November 10, 2014  
Address: Tucson Unified School District  
1010 E. 10th Street  
Tucson, AZ 85719

NOV 14 AM 11:04

Attention: Mark Neihart

Re: UA IGA Master's Degree Educational Leadership

**Please note: Our Employer Identification Number (EIN) is 74-2652689.**

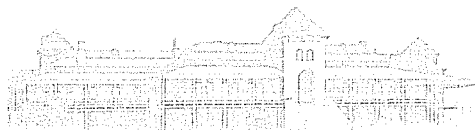
- Enclosed please find 2 copies of the document referenced above, each bearing an original signature of The University of Arizona's Authorized Representative. Please have both copies **signed** by an Authorized Representative, retain one copy for your file, and **return** one copy to the address below.
- Enclosed please find copy (ies) of the document referenced above, each bearing an original signature of The University of Arizona's Authorized Representative and initialed where changes have been made. Please have an Authorized Representative **sign and initial changes** on both copies, retain one copy for your file, and **return** one copy to the address below.
- Enclosed please find a copy of the document referenced above fully executed for your records.

For any questions, please feel free to contact our office at 520-626-6000 or at [sponsor@email.arizona.edu](mailto:sponsor@email.arizona.edu).

<b>For Postal Mail:</b> University of Arizona Sponsored Projects Services PO Box 210158 Tucson, AZ 85721-0158	<b>For Overnight:</b> University of Arizona Sponsored Projects Services 888 N. Euclid Avenue, Room 510 Tucson, AZ 85719
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UA Ref. Number: 14665

Should you desire to return the document via facsimile or electronically, the following statement applies: The parties intend that an exchange of signature pages by telecopy or facsimile transmission, with a confirmation of transmission, will be an acceptable method of execution and the parties intend to be bound thereby. Faxes should be sent to: (520) 626-4130. Electronic copies should be sent to: [sponsor@email.arizona.edu](mailto:sponsor@email.arizona.edu).





**INTERGOVERNMENTAL SERVICES AGREEMENT**

**BETWEEN**

**Arizona Board of Regents-University of Arizona**

**AND**

**Tucson Unified School District**

This Intergovernmental Agreement, hereinafter called the "Agreement" is entered into by and between The Arizona Board of Regents, on behalf of The University of Arizona, a land-grant state educational institution, hereinafter called "University", and Tucson Unified School District No.1 of Pima County, a school district organized under the laws of the State of Arizona, hereinafter called "TUSD", for the joint exercise of powers for the purpose of operating and facilitating the Masters of Educational Leadership and Certification program.

In consideration of the mutual agreements set forth herein, the University and TUSD will cooperate as described herein.

**Authority**

The University and the District are authorized to enter into this Agreement pursuant to Arizona Revised Statutes § 15-1625(B)(2), § 11-952, and 15-342(13)

**Purpose**

The purpose of this Agreement is to allow the University and TUSD to collaboratively develop and support eligible TUSD teachers to pursue a Master's degree in Educational Leadership (tailored to the District needs), ultimately preparing them to take principal roles within TUSD.

**Duration and Effective Date**

This Agreement is effective July 1, 2014 for a term of three years unless extended or terminated in accordance with the terms of this Agreement. This Agreement may be terminated at any time by either party upon thirty days written notice with each party bearing its own costs.

**Scope of Work**

**The University agrees:**

- Admitting at least 15 emerging or existing TUSD leaders that represent the demographics of the district each year for three years into the Masters of Educational Leadership and Certification program, which includes a strong research to practice component. Students will enroll through the Outreach College.
- Screening and approving students recommended by TUSD.

- Ensuring that courses meet the needs of TUSD emerging leaders by using district examples, procedures, and templates in classes.
- Providing mentors: Each faculty member will serve as a mentor to a small group of the TUSD emerging leaders enrolled in the EDL program.
- Providing each graduate student enrolled in this program a graduated scholarship for four semesters, excluding summer semester (\$400 for the first semester, \$500 for the second semester, \$600 for the third semester and \$700 for the fourth semester).
- Bill TUSD students for the class tuition and appropriate University fees for three designated courses. TUSD student tuition will be paid through the University Outreach College. The tuition and fees setting will follow standard University and ABOR process. The payment deadline date will be 30 days from the day the student registers. Refunds (as per standard UA policy) will be available up to 3 weeks from the 1<sup>st</sup> day of class. If a student still needs to drop after 3 weeks then students/parents can petition Janet Harkins, Outreach College Registration Manager who will work with them on a case-by-case basis.
- Enter grades for all TUSD students as per UA data system.
- Provide all the rights and privileges of University students including access to library and computing resources and access to student activities and services (some of these may require additional fees).

**TUSD agrees to do the following:**

TUSD will identify at least 15 current or aspiring leaders each year for three years into the Masters of Educational Leadership and Certification program by:

- Marketing, recruiting, and recommending at least 15 emerging or existing TUSD leaders that represent the demographics of the district each year for three years into the Masters of Education in Educational Leadership and Certification program
- Providing district examples, procedures, and templates for courses
- Identifying individuals in the district to serve as professional mentors.
- Providing each graduate student enrolled in this program a scholarship (cost of course for each emerging leader for three designated courses - EDL 563, EDL 567, EDL 696a (CIV 74-204, IV. Professional Support. 1.3.) in the entire program leading to the Masters of Education in Educational Leadership.
- Providing three weeks release time for internships (this has been a traditional practice paid for through Title II funds); TUSD will match mentor principals with the principal interns within this program.

**Miscellaneous Terms**

1. The parties agree to comply with all applicable laws. The parties will not discriminate against any employee or applicant due to race, color, religion, sex, or national origin and in this regard they will comply with all applicable federal and state employment laws rules and regulations; including the Americans with Disabilities Act.
2. Each party to the Agreement warrants compliance with A.R.S. § 41-4401 and A.R.S. § 23-214, the Federal Immigration and Nationality Act (FINA), and all other federal immigration laws and regulations.
3. The parties agree that should a dispute arise between them, in any manner, concerning this Agreement, and said dispute involves the sum of Fifty Thousand Dollars (\$50,000) or less in money

damages only, exclusive of interest, cost or attorneys' fees, the parties will submit the matter to Binding Arbitration pursuant to the Arizona Arbitration Act, ARS § 12-1501, et seq., (the "Act") whose rules shall govern the interpretation, enforcement, and proceedings pursuant to this paragraph. Except as otherwise provided in the Act, the decision of the arbitrator(s) shall be final and binding upon the parties.

4. The parties recognize that the performance of both parties may be dependent upon the appropriation of funds by each party's governing, legislative authority. Should the Legislature in the case of the University or the TUSD Governing Board in the case of TUSD fail to appropriate the necessary funds or if either party's applicable appropriation is reduced during the fiscal year, the party that is subject to the reduced or eliminated funding may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. Each party agrees to notify the other party as soon as reasonably possible after the unavailability of said funds comes to its attention.
5. This Agreement is subject to the provisions of A.R.S. § 38-511. The State of Arizona may cancel this Agreement if any person significantly involved in negotiating, drafting, securing or obtaining this Agreement for or on behalf of the Arizona Board of Regents becomes an employee in any capacity of the other party or a consultant to the other party with reference to the subject matter of this Agreement while the Agreement or any extension thereof is in effect.
6. Both parties agree to comply with the requirements of the Family Education Rights and Privacy Act more commonly referred to as FERPA.
7. Nothing in this Agreement will be construed as establishing a partnership, joint venture or similar relationship between TUSD and the University, and nothing in this Agreement will be construed to authorize either party to act as agent for the other, and neither party is liable for the wrongful acts or negligence of the other.
8. This Agreement may be revised or modified only by written amendment signed by both parties.

#### Notices

Any written notice/communication provided for, required or permitted herein will be addressed to the following:

University of Arizona:

Contractual:  
Lewis Barbieri, Director  
Contracting & Research Services  
University of Arizona  
888 N. Euclid Ave., Room 515  
Tucson, Arizona 85721  
[crs-ord@email.arizona.edu](mailto:crs-ord@email.arizona.edu)

Technical:  
Lynette Brunderman, PhD  
Education Policy Studies and Practices  
University of Arizona  
1430 East 2<sup>nd</sup> Street  
Tucson, Arizona 85721  
[nadja@email.arizona.edu](mailto:nadja@email.arizona.edu)

TUSD:

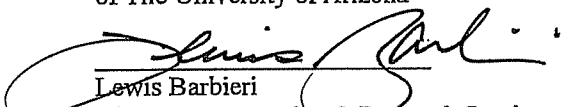
Adrian Vega  
Deputy Superintendent  
Teaching and Learning  
Tucson Unified School District  
1010 E. 10<sup>th</sup> St.  
Tucson, AZ 85719  
[adrian.vega@tusd1.org](mailto:adrian.vega@tusd1.org)

Richard Foster  
Director  
Professional Development  
Tucson Unified School District  
108 N. Park  
Tucson, AZ 85719  
[richard.foster@tusd1.org](mailto:richard.foster@tusd1.org)

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement on the dates indicated below.

For Arizona Board of Regents, on behalf  
of The University of Arizona

For Tucson Unified School District

  
Lewis Barbieri  
Director, Contracting & Research Services


  
President of the Governing Board

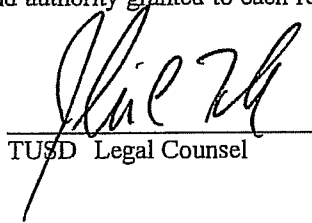
Date: 11/6/14

Date: 10-14-14

REVIEWED AND APPROVED AS TO FORM:

Pursuant to A.R.S. § 11-952(D) the attorneys for the parties hereto have determined that the foregoing Agreement is in proper form and is within the powers and authority granted to each respective body under the laws of the State of Arizona.

  
University Associate General Counsel Date 11/24/14

  
TUSD Legal Counsel Date 10/14/14

## 2014 – 2015 TUSD/UA Educational Leadership Breakdown

NAME	Emp ID	CURRENT POSITION	HOW LONG?	ETHNICITY	CERTIFICATION
Arthur, Jeffrey	029905	Teacher – Tucson HS	3 years	White (M)	Sec – Art CTE – Emerging Tech
Callahan, Alex	019555	Teacher – Tucson HS	11 years	Hispanic (M)	Sec – Art CTE – Emerging Tech
Cirerol, Lourdes	014620	Teacher – Grijalva ES	7 years	Hispanic (F)	Elem - Bil
*Dean, Masai	027309	Ex Ed Teacher – Cholla HS	6 years	Black (M)	CCS
DeSouza, Teddy	029735	ROTC - Cholla HS	3 years	Black (M)	JR ROTC Training
Gonzalez, Alejandro	033417	Teacher – Tucson HS	1 year	Hispanic (M)	Sec- Art CTE – Emerging Tech
Hurley, Patricia	016998	PDAT – CIPD	6 years	Hispanic (F)	Elem – MG GS
Jimenez Montaña, Claudia	022844	Teacher – Grijalva	4 years	Hispanic (F)	Elem – Bilingual
Sanchez, Daniel	018877	EX Ed Teacher – Grijalva	11 years	Hispanic (M)	Elem CCS
Spiece, Steven	028780	ROTC – Cholla HS	4 years	NA (M)	Jr ROTC Trng
Thomas, Tamela	031475	Teacher Mentor – Curriculum Facilitator @ Sahuaro	2 years	Black (F)	Sec – GS & Bio

*\*Grade point average not high enough to be admitted to the Graduate College - may be admitted as a non-degree candidate for the first year. If they prove they can handle it, they may be admitted to the degree program in Year 2. During year 1 they will take all the same classes as the cohort.*

Total Participants = 11		Ethnic Breakdown:		Gender Breakdown:	
• Anglo Males = 1	• African-American Females = 1	• Minority = 82%	• Hispanic = 54.5%	• Male = 63.6%	
• African-American Males = 2	• Hispanic Females = 3	• Anglo = 9%	• African-American = 27.3%	• Female = 36.4%	
• Hispanic Males = 3	• Undisclosed = 1	• Undisclosed = 9%	• Anglo = 9.1%		
			• Undisclosed = 9.1%		

### Applicants Not Approved

NAME	Emp ID	CURRENT POSITION	HOW LONG?	ETHNICITY	CERTIFICATION
Cueto, Desiree	026382	Director – Multicultural Curriculum	1 month	Black	Guidance & Counseling No Teaching Cert
DeCampli, Kyle	<b>Not a district employee</b>				
*Flores, Priscilla	011381	Prevention Intervention Specialist – Native American Student Services	15 years	Am Indian 601185827	No Teaching Cert

## USP IV.K.1.d.iii. - Summary of Total Certificated Staff

SY 2014-15

DISTRICT SUMMARY	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Totals
DISTRICT TOTALS	1775	82	715	59	31	41	2703	66%	3%	26%	2%	1%	2%	100%
<b>ELEMENTARY SUMMARY</b>														
School Name	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Totals
<b>Elementary Totals</b>	<b>576</b>	<b>21</b>	<b>257</b>	<b>24</b>	<b>10</b>	<b>15</b>	<b>903</b>	<b>64%</b>	<b>2%</b>	<b>28%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>	<b>100%</b>
Banks	6	2	7	1	0	0	16	38%	13%	44%	6%	0%	0%	100%
Blenman	16	0	4	1	0	1	22	73%	0%	18%	5%	0%	5%	100%
Bloom	13	2	2	0	0	0	17	76%	12%	12%	0%	0%	0%	100%
Bonillas	17	0	5	0	1	0	23	74%	0%	22%	0%	4%	0%	100%
Borman	13	2	6	2	0	0	23	57%	9%	26%	9%	0%	0%	100%
Borton Magnet	12	0	10	1	0	1	24	50%	0%	42%	4%	0%	4%	100%
Carrillo Magnet	7	0	7	1	0	0	15	47%	0%	47%	7%	0%	0%	100%
Cavett	6	1	5	0	0	0	12	50%	8%	42%	0%	0%	0%	100%
Collier	11	0	0	0	0	0	11	100%	0%	0%	0%	0%	0%	100%
Cragin	15	0	5	1	0	0	21	71%	0%	24%	5%	0%	0%	100%
Davidson	13	0	2	0	0	1	16	81%	0%	13%	0%	0%	6%	100%
Davis Bilingual Magnet	4	0	12	0	0	0	16	25%	0%	75%	0%	0%	0%	100%
Drachman	9	0	4	1	1	0	15	60%	0%	27%	7%	7%	0%	100%
Dunham	10	0	1	0	0	0	11	91%	0%	9%	0%	0%	0%	100%
Erickson	17	1	5	1	0	0	24	71%	4%	21%	4%	0%	0%	100%
Ford	13	0	5	1	0	0	19	68%	0%	26%	5%	0%	0%	100%
Fruchthendler	14	0	2	0	0	1	17	82%	0%	12%	0%	0%	6%	100%
Gale	17	0	1	1	0	0	19	89%	0%	5%	5%	0%	0%	100%
Grijalva	10	0	15	0	1	0	26	38%	0%	58%	0%	4%	0%	100%
Henry	17	0	1	0	0	0	18	94%	0%	6%	0%	0%	0%	100%
Holladay Magnet	7	2	0	1	0	1	11	64%	18%	0%	9%	0%	9%	100%
Howell	14	3	2	0	0	0	19	74%	16%	11%	0%	0%	0%	100%
Hudlow	16	0	2	0	0	0	18	89%	0%	11%	0%	0%	0%	100%

## USP IV.K.1.d.iii. - Summary of Total Certificated Staff

SY 2014-15

School Name	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Total
Hughes	14	0	2	0	0	2	18	78%	0%	11%	0%	0%	11%	100%
Johnson	8	0	7	0	2	0	17	47%	0%	41%	0%	12%	0%	100%
Kellond	19	0	4	0	0	0	23	83%	0%	17%	0%	0%	0%	100%
Lineweaver	19	0	6	0	0	1	26	73%	0%	23%	0%	0%	4%	100%
Lynn / Urquides	15	1	8	0	0	1	25	60%	4%	32%	0%	0%	4%	100%
Maldonado	11	0	6	0	0	0	17	65%	0%	35%	0%	0%	0%	100%
Manzo	7	0	9	0	0	1	17	41%	0%	53%	0%	0%	6%	100%
Marshall	10	0	3	3	0	0	16	63%	0%	19%	19%	0%	0%	100%
Miller	11	0	15	0	0	1	27	41%	0%	56%	0%	0%	4%	100%
Mission View	3	0	6	0	1	0	10	30%	0%	60%	0%	10%	0%	100%
Myers/Ganoung	14	1	3	1	0	0	19	74%	5%	16%	5%	0%	0%	100%
Ochoa	4	0	3	0	0	0	7	57%	0%	43%	0%	0%	0%	100%
Oyama	9	0	8	0	0	0	17	53%	0%	47%	0%	0%	0%	100%
Robison	11	0	7	1	0	1	20	55%	0%	35%	5%	0%	5%	100%
Sewell	11	0	4	1	1	0	17	65%	0%	24%	6%	6%	0%	100%
Soleng Tom	17	2	1	0	0	0	20	85%	10%	5%	0%	0%	0%	100%
Steele	15	0	2	0	0	0	17	88%	0%	12%	0%	0%	0%	100%
Tolson	3	1	11	0	0	1	16	19%	6%	69%	0%	0%	6%	100%
Tully	9	0	6	0	2	0	17	53%	0%	35%	0%	12%	0%	100%
Van Buskirk	6	0	15	2	0	0	23	26%	0%	65%	9%	0%	0%	100%
Vesey	23	1	4	0	1	0	29	79%	3%	14%	0%	3%	0%	100%
Warren	5	0	4	1	0	1	11	45%	0%	36%	9%	0%	9%	100%
Wheeler	15	2	6	0	0	0	23	65%	9%	26%	0%	0%	0%	100%
White	14	0	11	1	0	0	26	54%	0%	42%	4%	0%	0%	100%
Whitmore	16	0	1	0	0	0	17	94%	0%	6%	0%	0%	0%	100%
Wright	10	0	2	2	0	1	15	67%	0%	13%	13%	0%	7%	100%

## USP IV.K.1.d.iii. - Summary of Total Certified Staff

SY 2014-15

School Name	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Total
<b>K-8 Totals</b>	202	20	144	9	5	4	384	53%	5%	38%	2%	1%	1%	100%
Booth /Fickett Magnet	47	4	6	1	0	0	58	81%	7%	10%	2%	0%	0%	100%
Dietz	15	1	2	0	0	0	18	83%	6%	11%	0%	0%	0%	100%
Hollinger	8	1	15	0	0	1	25	32%	4%	60%	0%	0%	4%	100%
Lawrence	10	2	5	1	0	1	19	53%	11%	26%	5%	0%	5%	100%
Mary Belle McCorkle	12	0	22	2	0	0	36	33%	0%	61%	6%	0%	0%	100%
Miles ELC	15	1	6	0	0	0	22	68%	5%	27%	0%	0%	0%	100%
Morgan Maxwell	10	1	12	0	1	0	24	42%	4%	50%	0%	4%	0%	100%
Pueblo Gardens	8	0	11	1	0	1	21	38%	0%	52%	5%	0%	5%	100%
Roberts / Naylor	15	3	5	2	0	0	25	60%	12%	20%	8%	0%	0%	100%
Robins	14	1	8	1	1	1	26	54%	4%	31%	4%	4%	4%	100%
CE Rose	10	1	18	1	1	0	31	32%	3%	58%	3%	3%	0%	100%
Roskruge Bilingual Magnet	10	0	25	0	0	0	35	29%	0%	71%	0%	0%	0%	100%
Safford	28	5	9	0	2	0	44	64%	11%	20%	0%	5%	0%	100%
<b>MIDDLE SCHOOL SUMMARY</b>														
School Name	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Total
<b>Middle School Totals</b>	<b>244</b>	<b>12</b>	<b>57</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>325</b>	<b>75%</b>	<b>4%</b>	<b>18%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>100%</b>
Dodge	18	1	2	0	0	0	21	86%	5%	10%	0%	0%	0%	100%
Doolen	23	2	4	0	0	1	30	77%	7%	13%	0%	0%	3%	100%
Gridley	31	1	5	0	0	1	38	82%	3%	13%	0%	0%	3%	100%
Magee	27	0	2	0	0	0	29	93%	0%	7%	0%	0%	0%	100%
Mansfeld	26	1	8	0	0	2	37	70%	3%	22%	0%	0%	5%	100%
Pistor	26	1	12	0	0	0	39	67%	3%	31%	0%	0%	0%	100%
Secrist	26	1	2	0	0	0	29	90%	3%	7%	0%	0%	0%	100%
Utterback Magnet	11	3	5	2	1	1	23	48%	13%	22%	9%	4%	4%	100%
Vail	23	1	2	0	0	0	26	88%	4%	8%	0%	0%	0%	100%
Valencia	33	1	15	1	1	2	53	62%	2%	28%	2%	2%	4%	100%



## USP IV.K.1.d.iii. - Summary of Total Certificated Staff

SY 2014-15

<b>HIGH SCHOOL SUMMARY</b>														
School Name	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Total
<b>High School Totals</b>	<b>472</b>	<b>25</b>	<b>132</b>	<b>13</b>	<b>9</b>	<b>11</b>	<b>662</b>	<b>71%</b>	<b>4%</b>	<b>20%</b>	<b>2%</b>	<b>1%</b>	<b>2%</b>	<b>100%</b>
Catalina	37	3	7	0	0	1	48	77%	6%	15%	0%	0%	2%	100%
Cholla	52	6	16	2	1	5	82	63%	7%	20%	2%	1%	6%	100%
Palo Verde	31	3	6	1	0	0	41	76%	7%	15%	2%	0%	0%	100%
Pueblo Magnet	41	1	35	2	0	1	80	51%	1%	44%	3%	0%	1%	100%
Rincon	47	1	3	1	3	0	55	85%	2%	5%	2%	5%	0%	100%
Sabino	38	1	6	2	0	3	50	76%	2%	12%	4%	0%	6%	100%
Sahuaro	60	1	13	0	0	0	74	81%	1%	18%	0%	0%	0%	100%
Santa Rita	28	0	9	1	1	1	40	70%	0%	23%	3%	3%	3%	100%
Tucson Magnet	98	9	34	0	4	0	145	68%	6%	23%	0%	3%	0%	100%
University	40	0	3	4	0	0	47	85%	0%	6%	9%	0%	0%	100%
<b>ALTERNATIVE SCHOOL SUMMARIES</b>														
Alternative School	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	Total	White	Af. Am	Hisp	Asian / PI	Nat. Am	NA	% Total
<b>ALTERNATIVE</b>	<b>18</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>29</b>	<b>62%</b>	<b>0%</b>	<b>28%</b>	<b>7%</b>	<b>0%</b>	<b>3%</b>	<b>100%</b>
Mary Meredith K-12	6	0	3	1	0	0	10	60%	0%	30%	10%	0%	0%	100%
Project MORE	4	0	2	1	0	1	8	50%	0%	25%	13%	0%	13%	100%
Teenage Parent Program	5	0	3	0	0	0	8	63%	0%	38%	0%	0%	0%	100%
Direct Link II	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Distance Learning Program	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%

## USP IV.K.1.d.iii. - Summary of Total Certificated Staff

SY 2014-15

<b>DEPARTMENT SUMMARIES</b>														
<b>Departments</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>Department Totals</b>	<b>263</b>	<b>4</b>	<b>117</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>400</b>	<b>66%</b>	<b>1%</b>	<b>29%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>100%</b>
Career and Technical Ed	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
Curriculum Instruction and Professional Development	16	1	9	0	1	0	27	59%	4%	33%	0%	4%	0%	100%
Desegregation	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Dropout Prevention	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
Elementary Asst Superintendent	1	0	0	1	0	0	2	50%	0%	0%	50%	0%	0%	100%
Exceptional Education	42	0	7	0	0	0	49	86%	0%	14%	0%	0%	0%	100%
Fine Arts	36	1	8	1	0	0	46	78%	2%	17%	2%	0%	0%	100%
GATE	35	1	11	0	1	0	48	73%	2%	23%	0%	2%	0%	100%
Grants and Federal Programs	9	0	13	0	0	0	22	41%	0%	59%	0%	0%	0%	100%
High School Asst Superintendent	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Human Resources	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
Language Acquisition	56	1	42	3	0	1	103	54%	1%	41%	3%	0%	1%	100%
Magnet	51	0	21	3	3	2	80	64%	0%	26%	4%	4%	3%	100%
Math/Science/Computers	3	0	0	0	0	0	3	100%	0%	0%	0%	0%	0%	100%
Southwest Alt	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Student Equity	4	0	6	0	0	0	10	40%	0%	60%	0%	0%	0%	100%
Technology Services	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%

**Appendix IV. \_\_\_USP IV.K.1.d.iii - Summary of Certificated Administrators and USP Administrators  
SY 2014-15**

<b>DISTRICT SUMMARY</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian /PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
	<b>73</b>	<b>16</b>	<b>65</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>158</b>	<b>50%</b>	<b>6%</b>	<b>42%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>100%</b>
<b>ELEMENTARY SUMMARY</b>														
<b>School Name</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian/ PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian /PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>Elementary Totals</b>	<b>28</b>	<b>2</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>53</b>	<b>56%</b>	<b>4%</b>	<b>40%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Banks	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Blenman	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Bloom	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Bonillas	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Borman	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Borton Magnet	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Carrillo Magnet	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Cavett	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Collier	0	1	0	0	0	0	1	0%	100%	0%	0%	0%	0%	100%
Cragin	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Davidson	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Davis Bil. Magnet	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Drachman	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Dunham	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Erickson	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Ford	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Fruchthendler	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Gale	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Grijalva	1	0	1	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
Henry	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Holladay Magnet	0	1	0	0	0	0	1	0%	100%	0%	0%	0%	0%	100%
Howell	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%

**Appendix IV. \_\_\_USP IV.K.1.d.iii - Summary of Certificated Administrators and USP Administrators  
SY 2014-15**

School Name	White	Af. Am	Hisp	PI	Nat. Am	NA	Total	White	Af. Am	Hisp	/PI	Nat. Am	NA	% Total
Hudlow	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Hughes	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Johnson	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Kellond	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Lineweaver	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Lynn / Urquides	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Maldonado	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Manzo	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Marshall	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Miller	1	0	0	0	1	0	2	100%	0%	0%	0%	0%	0%	100%
Mission View	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Myers/Ganoung	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Ochoa	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Oyama	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Robison	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Sewell	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Soleng Tom	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Steele	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Tolson	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Tully	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Van Buskirk	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Vesey	1	0	0	0	0	0	1	50%	0%	50%	0%	0%	0%	100%
Warren	0	0	1	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Wheeler	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
White	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Whitmore	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Wright	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%

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**Appendix IV. \_\_\_USP IV.K.1.d.iii - Summary of Certificated Administrators and USP Administrators  
SY 2014-15**

<b>K-8 SUMMARY</b>														
<b>School Name</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>K-8 Totals</b>	<b>8</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>21</b>	<b>38%</b>	<b>5%</b>	<b>52%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>100%</b>
Booth/Fickett Magnet	2	0	1	0	0	0	3	67%	0%	33%	0%	0%	0%	100%
Dietz	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Hollinger	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
Lawrence	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Mary Belle McCorkle	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Miles ELC	1	0	0	0	0	0	1	50%	0%	50%	0%	0%	0%	100%
Morgan Maxwell	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Pueblo Gardens	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Roberts / Naylor	0	0	1	0	1	0	2	0%	0%	50%	0%	50%	0%	100%
Robins	0	1	0	0	0	0	1	0%	100%	0%	0%	0%	0%	100%
CE Rose	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Roskruge Bil. Magnet	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Safford	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
<b>MIDDLE SCHOOL SUMMARY</b>														
<b>School Name</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>Middle School Totals</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>17</b>	<b>33%</b>	<b>11%</b>	<b>50%</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>100%</b>
Dodge	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Doolen	0	0	1	0	1	0	2	0%	0%	50%	0%	50%	0%	100%
Gridley	1	1	0	0	0	0	2	50%	50%	0%	0%	0%	0%	100%
Magee	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
Mansfeld	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Pistor	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Secrist	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%
Utterback Magnet	0	1	0	0	0	0	1	0%	100%	0%	0%	0%	0%	100%
Vail	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
Valencia	0	0	2	0	0	0	2	0%	0%	100%	0%	0%	0%	100%

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**Appendix IV. \_\_\_USP IV.K.1.d.iii - Summary of Certificated Administrators and USP Administrators  
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<b>HIGH SCHOOL SUMMARY</b>														
<b>School Name</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>High School Totals</b>	<b>18</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>56%</b>	<b>9%</b>	<b>34%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Catalina	1	1	1	0	0	0	3	33%	33%	33%	0%	0%	0%	100%
Cholla	2	1	1	0	0	0	4	50%	25%	25%	0%	0%	0%	100%
Palo Verde	2	0	1	0	0	0	3	67%	0%	33%	0%	0%	0%	100%
Pueblo Magnet	1	0	3	0	0	0	4	25%	0%	75%	0%	0%	0%	100%
Rincon	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
Sabino	3	0	0	0	0	0	3	100%	0%	0%	0%	0%	0%	100%
Sahuaro	2	0	1	0	0	0	3	67%	0%	33%	0%	0%	0%	100%
Santa Rita	1	0	2	0	0	0	3	33%	0%	67%	0%	0%	0%	100%
Tucson Magnet	3	1	1	0	0	0	5	60%	20%	20%	0%	0%	0%	100%
University	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
<b>ALTERNATIVE SCHOOLS SUMMARIES</b>														
<b>School/Dept Name</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>ALT &amp; DEPT Totals</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>67%</b>	<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Mary Meredith K-12	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Project MORE	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Teenage Parent Program	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Direct Link II	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Learning Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Appendix IV. \_\_\_USP IV.K.1.d.iii - Summary of Certificated Administrators and USP Administrators  
SY 2014-15**

<b>DEPARTMENTS SUMMARIES</b>														
<b>Departments</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>Total</b>	<b>White</b>	<b>Af. Am</b>	<b>Hisp</b>	<b>Asian / PI</b>	<b>Nat. Am</b>	<b>NA</b>	<b>% Total</b>
<b>Totals</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>32</b>	34%	25%	38%	0%	3%	0%	100%
Ethnic Student Services	0	2	1	0	1	0	4	0%	50%	25%	0%	25%	0%	100%
Student Equity	0	1	1	0	0	0	2	0%	50%	50%	0%	0%	0%	100%
Curriculum Instruction and Professional Development	0	3	1	0	0	0	4	0%	75%	25%	0%	0%	0%	100%
Exception Education	1	1	1	0	0	0	3	33%	33%	33%	0%	0%	0%	100%
Asst Superintendent Secondary Leadership	1	1	1	0	0	0	3	33%	33%	33%	0%	0%	0%	100%
Asst Superintendent Elementary/K8 Leadership	2	0	2	0	0	0	4	50%	0%	50%	0%	0%	0%	100%
School Community Outreach	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Human Resources	1	0	1	0	0	0	2	50%	0%	50%	0%	0%	0%	100%
Language Acquisition	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Desegregation	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Deputy Sup of Teaching and Learning	0	0	1	0	0	0	1	0%	0%	100%	0%	0%	0%	100%
Grants and Federal Programs	2	0	0	0	0	0	2	100%	0%	0%	0%	0%	0%	100%
Magnet Programs	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Guidance and Counseling	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%
Technology	1	0	0	0	0	0	1	100%	0%	0%	0%	0%	0%	100%