

ARIZONA TEACHERS ACADEMY

ANNUAL REPORT

JULY 1, 2018

BOARD OF
Regents  ARIZONA'S PUBLIC
UNIVERSITIES

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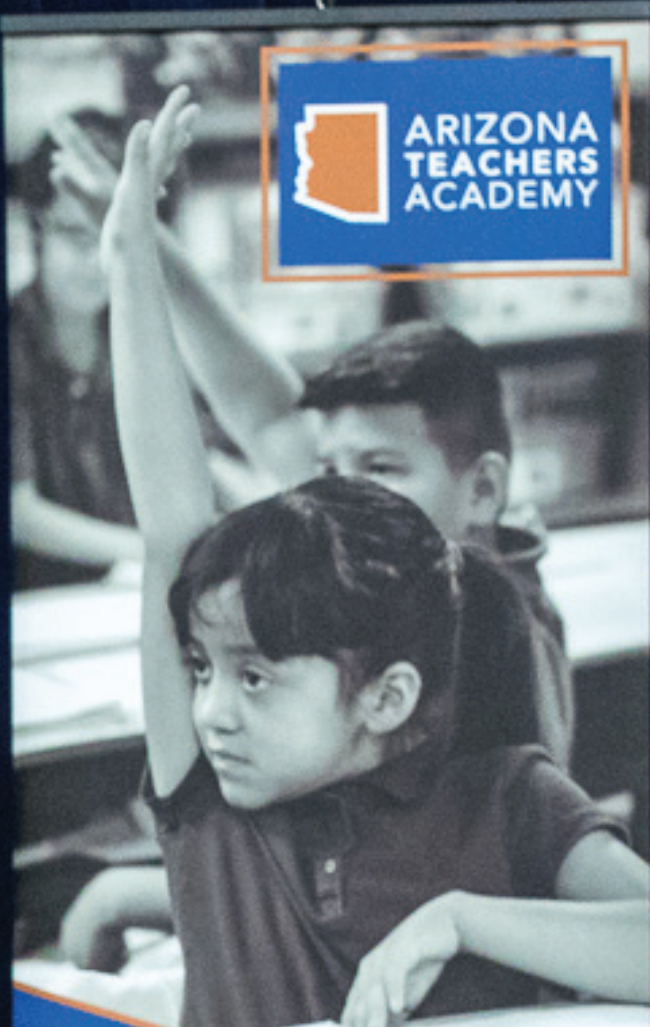
**NORTHERN
ARIZONA**
UNIVERSITY 

 THE UNIVERSITY
OF ARIZONA

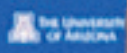


“I’m looking for the best and brightest to commit to teach in Arizona public schools. If you make that commitment, we’ll make this commitment; your education will be paid for, a job will be waiting and you will be free of debt.”

- Governor Doug Ducey in his 2017 State of the State address



ARIZONA TEACHERS ACADEMY GRADUATES ARE COMMITTED TO SERVING LOW-INCOME, HIGH-NEED DISTRICTS AND TRIBAL SCHOOLS.



ARIZONA TEACHERS ACADEMY





EXECUTIVE SUMMARY

As part of a multipronged strategy to improve education in Arizona, Governor Doug Ducey called on Arizona's public universities to increase the number of qualified teachers in Arizona's classrooms and to work with him to develop "a plan for the design of an Arizona Teachers Academy."

Central to the design of the academy is a tuition waiver; those who agree to teach in Arizona public schools have the costs of their program covered through a year-for-year tuition scholarship, arriving in Arizona classrooms unburdened with tuition debt from their education studies.

Arizona's public universities are leaders in quality teacher preparation and have prepared thousands of teachers over many decades for Arizona's classrooms. Together, Arizona State University, Northern Arizona University and the University of Arizona are the largest providers of the teaching workforce in Arizona. Last year alone, the universities graduated 3,661 educators, the majority of whom stayed in Arizona.

Within months of the governor's call to action for a new Arizona Teachers Academy, the universities rapidly responded with the development of new offerings and the expansion of proven pathways to provide more top-flight teachers for Arizona's classrooms.

Academy highlights include:

- A rich educational experience delivered through bachelor's, master's and non-degree certification programs to meet the needs of traditional students and adult career changers, allowing individuals to participate at any point in their educational career from undergraduates to returning professionals.
- Graduates committed to serving Arizona schools.
- Year-for-year tuition waiver for their program of study for graduates who serve Arizona schools, allowing students to graduate with low-to-no costs for their instruction.
- Strong partnerships with community colleges and K-12 schools to meet the needs of hiring authorities.
- Ability to grow and scale over time with additional investment.
- Demonstrable impacts on student outcomes, quality of instruction and teacher retention that meet the needs of the 21st century classroom.

Signed into law on May 12, 2017 and implemented in August 2017, the Arizona Teachers Academy is under continuous development by the Arizona Board of Regents and the universities in collaboration with community colleges and public school partners. Preliminary data for fiscal year 2018 is included in this report and will be updated as final figures become available.

FISCAL YEAR 2018

Arizona's public university enterprise created and launched the Arizona Teachers Academy in fall 2018 while working within an expedited timeframe and with limited resources. In the academy's first year, the universities collectively served 221 students within the various program offerings across the state. To launch an effort

The ATA has allowed us to move forward faster on a number of programmatic components. Additional content above and beyond the students' program of study provides students with a personalized approach to learning where students self select content they want to learn more about through the Creative Intrapreneurship Professional Development series; develop a design mindset, which allows for designing solutions to classroom problems; and receive coaching as they implement new ideas in their internship and residency settings. A series of workshops through the fall and spring semesters introduces them to these concepts and to a number of speakers in and out of education.

- Arizona State University

of this scale, the universities reallocated and prioritized resources to provide the necessary staff and infrastructure for development of policies and procedures, advertising, advising, applications, technology, coaching, mentoring and programming.

After accounting for other financial aid resources such as federal Pell and TEACH grants, the estimated cost to the universities is approximately \$4,500 per student. In the first year, the universities covered the cost of tuition for students enrolled in the program with existing scholarship funds and grants. Each university made additional investments in support staff, infrastructure, technology and professional development as they launched the academy and its offerings across Arizona.

In less than one year, the academy has demonstrated an inspiring return on investment with aspiring candidates who receive a waiver for their programs tuition and fees committing to complete teacher preparation programs and teaching in Arizona classrooms.

Still in its first year of implementation, outcome data is limited and fiscal year 2018 results are not yet final. While the three public universities have implemented varying programs of study, 102 teachers have already completed their program of study through the academy. As of May 2018, 61 of the teachers who completed the academy accepted teaching positions in Arizona. Each institution continues to work with school partners to ensure all graduates are placed for the 2018-2019 school year. Nine out of 10 continuing students planned to continue in academy programs in the subsequent year.

More than just a tuition waiver, the Arizona Teachers Academy is redefining the role of educators in the 21st Century. To ensure graduates are solidly launched into their chosen profession, the academy supports newly minted teachers with additional services, programs and mentorship. Each of the universities' offerings recognize challenges facing new teachers and demonstrate a commitment to help troubleshoot and overcome these barriers to expedite the arrival of new teachers into the classroom and help retain them once they are there.



The following table provides available data on enrollment, retention, completion, employment and default in the Arizona Teachers Academy at each university. Fiscal year 2018 data will be updated when final figures are available.

FISCAL YEAR 2018 OUTCOMES

Total number of students enrolled in the Arizona Teachers Academy at each university	2017-2018
Arizona State University	146
Northern Arizona University	60
University of Arizona	15
Total	221
Percentage of students who completed each year of the academy and who plan to continue to the subsequent year	
Arizona State University	93%¹
Northern Arizona University	98%
University of Arizona	NA²
Number of teachers who completed an Arizona Teachers Academy program of study	
Arizona State University	87
Northern Arizona University	NA³
University of Arizona	15
Total	102
Number of teachers currently teaching in a public school in Arizona as part of an agreement for receiving a tuition and fee waiver for their program ⁴	
Arizona State University	48
Northern Arizona University	NA
University of Arizona	13
Total	61
Number of students who defaulted on their agreement and are in repayment agreements ⁵	
Total	NA

¹ 93 percent are continuing from their junior to their senior year. Of the 146 students enrolled in fiscal year 2018, 28 students graduated in December; 59 were expected to graduate in spring 2018; four students withdrew; thus 38 percent of total enrollment are continuing when including students who graduated.

² The academy at the University of Arizona is a one-year program and does not have students continuing into subsequent years.

³ The academy at Northern Arizona University will not have students eligible for completion until 2019.

⁴ Estimate based on individual teacher reporting as of 5/7/2018. The academy at Northern Arizona University will not have students eligible for completion until 2019.

⁵ Default rates will not be available until fall 2018 at the earliest.

ARIZONA'S PUBLIC UNIVERSITIES COMMITTED TO GROWING THE ACADEMY

ARIZONA TEACHERS ACADEMY ENROLLMENT PROJECTIONS

Each university provided enrollment projections through fiscal year 2021. Total enrollment in the Arizona Teachers Academy is expected to reach 613 over the next three years.

ARIZONA TEACHERS ACADEMY ENROLLMENT

	2017-2018 ACTUAL	2018-2019 PROJECTION	2019-2020 PROJECTION	2020-2021 PROJECTION
ARIZONA STATE UNIVERSITY	146	300	350	400
NORTHERN ARIZONA UNIVERSITY	60	150	165	175
UNIVERSITY OF ARIZONA	15	28	33	38
TOTAL	221	478	548	613

Over the past five years, teacher education programs have continued to innovate to better prepare students for the real world academic and social demands of the modern classroom. Likewise, university programs have grown in size and diversity to meet the needs of Arizona's changing population. With population growth, an aging workforce and other labor market factors, the demand for more teachers continues to grow and recently shortages have become more acute.

In 2015, the Arizona Educator Retention and Recruitment Task Force reported, "Arizona's teacher shortage is having an intense impact on the school system. In 2014-15, 62 percent of school districts had unfilled teaching positions three months into the school year ... The future outlook points to continued shortages."⁶

The Arizona Teachers Academy presents a one-of-a-kind strategy to address the teacher shortage in Arizona, creating opportunities to attract and retain the best and brightest to our state's classrooms. With the creation of the academy, interest in teacher preparation programs has expanded with the universities reporting heightened community interest and with applications to the academy outpacing available waivers.

⁶ Educator Retention and Recruitment Task Force, (2015). Educator retention and recruitment report. Arizona Department of Education. <http://www.azed.gov/wp-content/uploads/2015/02/err-initial-report-final.pdf>

Providing funding through ATA to these students has provided them with the ability to fully engage in their studies and focus on becoming excellent teachers.

The availability of ATA funding has driven a great deal of additional interest in our “career changers” programs.

- University of Arizona

To match the interest in the program, the universities are eager to expand the academy, but are currently limited by the lack of a dedicated funding source. At \$4,500 per student, it is projected to cost \$2.2 million in fiscal year 2019 to enroll 478 teacher candidates. With dedicated funding from the state, the academy’s expansion can be expedited. With growing need and more interest in teaching careers through the academy, it is imperative that additional resources be appropriated to the academy to provide more opportunities for future Arizona classroom teachers.



NEW APPROACH IN PREPARING, RETAINING TEACHERS

Unlike traditional academies tied to a single location, the Arizona Teachers Academy functions as a collective of new and innovative programs at each of the three public universities, and includes targeted expansion of existing programs.

Given the differentiated missions, locations and partnerships of each university, program offerings vary. Programs are designed to address the needs of new students entering the field from high school, upper-division students who have chosen teaching as a major, and returning students who already have a bachelor’s degree and seek to retrain as teachers. Opportunities also exist for individuals who wish to specialize within the profession.

Academy programs are designed with partnerships in mind, particularly in service to high-need school districts or high-shortage teaching specialties. Through its targeted partnerships with the K-12 community, the programs offered through the academy are positioned to better meet the needs of employers and to attract individuals to the program and the profession.

Apart from the delivery of a new teacher education model, the academy provides an opportunity to update popular thinking about educator workforce issues. In the past, it was assumed that all new teachers would enter the profession seeking a long-term or lifetime career. Recent trends suggest otherwise, providing an opportunity, if not an obligation, to consider different methods to develop the teaching workforce.

For that reason, the academy does not just focus on the development of new teachers as stand-alone leaders in the classroom, but as future leaders of others. There is a strong expectation that academy members will serve as recruiters and mentors to others entering the profession. To that end, academy graduates have the ability to become “force multipliers” in Arizona’s schools.



EDUCATING FUTURE TEACHERS AT LITTLE OR NO COST

On average, Arizona resident undergraduates pay roughly \$3,947 in tuition after gift aid is factored in. With an average starting salary for teachers of \$31,874, even these modest tuition costs can present a significant barrier for those aspiring to teach in Arizona's public schools.

To encourage students to stay in Arizona after graduation, any student admitted into the academy who commits to teach in an Arizona public school after graduation will receive a tuition waiver for their program of study with a year of service required for each year of financial aid.

Rural and inner-city Arizona schools have appreciated NAU's commitment to schools with high needs. Growing one's own teachers offers hope and relief to communities often forgotten. True to the mission of the College of Education, we develop educational leaders who create tomorrow's opportunities. The Arizona Teachers Academy represents a powerful way to achieve this mission.

– Northern Arizona University





ACADEMY BUILDS ON LOW-COST COMMUNITY COLLEGE PATHWAYS PROGRAMS

Not every student begins postsecondary education at the university. For this reason, Arizona has some of the best community college transfer pathways in the country. Community college pathways programs are designed for students with a plan to transfer to a university to complete a bachelor's degree. A pathways program uses a prescribed sequence of coursework for students to simultaneously meet the requirements of an associate degree with the community college and the lower-division course requirements for a bachelor's degree.

Many new teachers start their education at a community college. The universities will work to promote and strengthen these pathways through the academy. In addition, over time the universities will identify new opportunities to create joint admission programs with community college partners selected to participate in the academy.

The universities have outlined the necessary courses students should take at their respective community college to be prepared for transfer into an education major at any of the three universities. Economic benefits of these pathways for education majors include:

- Lower cost for a bachelor's degree given the tuition savings from attending the community college first;
- A specific pathway that ensures students will finish their degrees in four years; and,
- An accessible institution that is closer to home during the first two years of college.

Each university brands their pathways programs uniquely and all are available to view online, or through interactive online planning tools that create a pathway:

1. ASU pathways with Maricopa Community Colleges are called MAPP's (Maricopa ASU Pathways Program) and TAG's (Transfer Admission Guarantee).
 - a. <https://www.transfer.asu.edu/files/mapp>
 - b. <https://www.transfer.asu.edu/communitycollege/AZ>
2. NAU pathways are called "Jack's Path".
 - a. <https://jackspath.nau.edu/>
3. UA pathways are called ATAPs (Arizona Transfer Admissions Pathway Agreements).
 - a. <https://admissions.arizona.edu/how-to-apply/transfer/pathways-to-ua>

The universities work closely with their community college partners to identify the curriculum and courses necessary at Arizona community colleges. Both the universities and the community colleges provide this information on their respective websites, and information and links are provided at AZTransfer.com, a statewide website designed to assist transfer students.

NAU has seven pathways in select education majors; ASU has 11; and UA has four for a total of 22 pathways to help community college students majoring in education to transfer seamlessly to the universities. Typically, students complete about 64 course hours and an associate's degree at the community college before transferring, and subsequently complete remaining courses at the university, for a total of 120 credit hours.

The table below highlights community college education pathways at each university:

ARIZONA EDUCATION PATHWAYS MAJORS

	ASU	NAU	UA
Bilingual Education and English as a Second Language	✓		
Career and Technical Education—Occupational Education		✓	
Early Childhood Education	✓	✓	✓
Elementary Education	✓	✓	✓
Elementary Education—STEM	✓		
Interdisciplinary Studies—Early Childhood		✓	
Secondary Education—Biology		✓	
Secondary Education—Chemistry	✓		
Secondary Education—English	✓		
Secondary Education—History	✓		
Secondary Education—Mathematics	✓		✓
Secondary Education—Physical Education	✓		
Secondary Education—Physical Science		✓	
Secondary Education—Political Science	✓		
Special and Elementary Education	✓	✓	✓

As the academy progresses, it will be important to utilize and advance the crucial role that Arizona community colleges play in providing an economical path to an education degree, and to leverage the strong partnerships between those colleges and the universities to help serve future teachers in Arizona.





DEDICATION TO LONG TERM SUCCESS

Challenges for any new teacher are considerable and ongoing professional support is essential for success and retention. As part of the academy, each university created new and enhanced programs to ensure that graduates have the professional support and additional development they need from day one when they enter the classroom. Academy students have direct access to their professors and to teacher mentors as they begin their career.

In turn, graduates of the academy are expected to take on a leadership role in developing new teachers, by encouraging young adults in high school and college to become teachers and to actively mentor those starting out as teachers.

Over time, and as the academy's membership expands, it is anticipated that a prestigious force of teachers will grow and will be recognized in Arizona.



ARIZONA TEACHERS ACADEMY PROGRAMS AT THE UNIVERSITIES

ASU'S ARIZONA TEACHERS ACADEMY

The ASU Arizona Teachers Academy offers bachelor's degree, master's degree and non-degree certification programs. Students in these programs can major in early childhood, elementary, secondary, special education or arts education. Undergraduate and transfer students seeking a bachelor's degree that leads to certification or non-degree teacher certification must be entering their fifth term to qualify for the academy. A student must be an Arizona resident as determined by ASU for tuition purposes to be eligible for admission to the academy.

EDUCATOR WORKFORCE INITIATIVES

For decades, teachers have represented the primary workforce in education. While acknowledging workers such as counselors, social workers, school psychologists and others, teachers who are trained in comprehensive, standardized ways are the primary focus.

Similar to other fields (i.e. nursing, technology, manufacturing and computer science) the education workforce requires increased differentiation and preparation to meet the diverse needs of children today. Therefore, ASU is moving forward with partners in public and private schools, business and nonprofits to reimagine a new educator workforce that is trained in specific ways to support the PK-12 student and provide varied expertise for learning.

School districts identified as potential partners include Mesa, Avondale, Tolleson, Washington, Kyrene, Scottsdale, Miami-Globe, Tonopah and Window Rock Unified school districts. ASU has also partnered with many charter schools in this work and has collaborated with its digital high school to create courses that introduce students to the education field to identify potential teacher candidates early.

In development of the academy, ASU utilized what it has learned from its strong Teach for America partnership and the Sanford Inspire initiative regarding how to recruit, select and coach high quality teacher candidates. This effort of reimagining the education workforce and fundamentally changing the organizational structures of schools is vital to systems change in education.

ASU'S PROFESSIONAL SUPPORT NETWORK PLATFORM

Upon graduation, ASU provides academy graduates a professional support network through their first five years in their school assignment. A new platform provides virtual space where teachers can collaborate, receive support and mentoring, and continue to be part of the new Mary Lou Fulton Teachers College design community.

ACADEMY ASPECTS AND LEARNING ENVIRONMENT SHOW PROMISE FOR FUTURE ACADEMIC PREPARATION

The Arizona Teachers Academy at ASU is a mechanism for piloting new ideas for educator preparation and creating a new standard for teacher candidates as “intrapreneurs,” people inside their organizations that could enact systems and cultural change.

As part of the ongoing design of the academy, ASU continues to develop curriculum and design new elements to allow students to complete their education while also having room for many other obligations they often carry as first generation or older students. These components are being incorporated into a new education preparation program to promote sustainability and scale the academy.

This work will ultimately inform the larger educator preparation program and lead to enhanced programming, particularly in the areas of design and intrapreneurship. Providing all educators with a mindset to ask the right questions, navigate uncertainty, and work in teams to solve systems and cultural challenges will be an imperative in a 21st-century education system. The Arizona Teachers Academy is driving the conversation at ASU about the personalization of content for students so that they receive the content and instruction they need at the appropriate time.

This critical initiative provides an opportunity for a major shift in preparing a new generation of teachers but requires additional investment. Funding is essential to take this program to scale and provide a financial incentive for academy teachers who remain in the classroom. ASU currently utilizes all available funding avenues including private scholarship funding, internal university funding, federal TEACH grants, loan forgiveness programs, etc. ASU will continue to look to the districts, charters and private schools, and private philanthropy for funding.





FISCAL YEAR 2018

ARIZONA STATE UNIVERSITY

2017-2018

Total number of students enrolled in the Arizona Teachers Academy	146
Percentage of students who completed each year of the academy and who plan to continue to the subsequent year, delineated by each teacher preparation program	93% ⁸
Number of teachers who completed a program of study through the Arizona Teachers Academy	87
Number of teachers currently teaching in a public school in this state as part of an agreement for receiving a full time tuition and fee waiver	43 ⁹
Number of students who have defaulted on their agreement and who are in repayment agreements	NA ¹⁰

⁸ 93 percent are continuing from their junior to their senior year. Of the 146 students enrolled in fiscal year 2018, 28 students graduated in December; 59 were expected to graduate in SP18; 4 students withdrew; thus 38 percent of total enrollment are continuing when including students who graduated.

⁹ Estimate based on individual teacher reporting as of 5/7/2018. Final data will not be available until fall 2018.

¹⁰ Default rates will not be available until fall 2018.

NAU'S ARIZONA TEACHERS ACADEMY

The NAU Arizona Teachers Academy offers bachelor's and master's degrees with certification through NAU's Grow Your Own partnerships and the Teacher Intern Preparation Program (TIPP). These programs target new teaching candidates in high-need areas and career changers, offering degrees and certification in elementary education and special education.

The Grow Your Own partnerships identify and train future teachers in communities with teacher shortages. Students are eligible for admission to the academy if enrolled in specified partner sites located in targeted high-need areas across the state. The TIPP program allows career changers to earn a master's degree with certification while working as a teacher in an Arizona classroom. NAU plans to expand the academy to include secondary education offerings through the TIPP program. Students must be admitted to one of these programs and enrolled full-time to be eligible for the academy.

NAU GROW YOUR OWN TEACHERS ACADEMY PARTNERSHIPS

NAU is committed to expanding co-constructed, Grow Your Own (GYO) partnerships.¹¹ As part of the academy, additional GYO partnerships are being developed with high-need school districts serving diverse, disadvantaged P-12 student populations and facing significant challenges with recruiting and retaining high quality teachers. Students enrolling in select teacher preparation programs at the following sites qualify for admission in the NAU academy:

ELEMENTARY EDUCATION

- Mohave/Kingman- (Bullhead City/Colorado River, Kingman, Lake Havasu)
- Navajo County/Show Low- (Show Low, White River, Chinle, Tuba City, Ft Defiance, Ganado, Kayenta, Keams Canyon)
- Prescott
- South Mountain/Phoenix
- Thatcher

DUAL MAJOR-SPECIAL AND ELEMENTARY EDUCATION

- North Valley/Alhambra

Candidates are recruited into cohort programs in GYO partnerships through formal relationships with the local community college and the school or school district with cohort sizes varying according to the needs of the school or district. The intent is to identify prospective teachers — middle and high school students and paraprofessionals — who will likely be employed locally after graduation.

Candidates live in the community, take NAU courses from jointly-appointed NAU and district faculty at the community college or in classroom space in the P-12 schools, and complete practicum and student teaching experiences in the schools. The program is designed to address the need for teachers in hard to staff and low-income locations. Thus, candidates typically transfer from local community colleges to participate in GYO programs.

¹¹Teachers who go back and teach in the communities they grew up in tend to stay in the profession. They already have built relationships and often have a system of support. Parents and community members who serve the schools as paraprofessionals and substitute teachers are key candidates to be teachers for GYO programs. There are several public university programs, both traditional and alternative, that help them earn their teacher credentials.

NAU TEACHERS ACADEMY TIPP PROGRAM FOR CAREER CHANGERS

Through the academy, NAU created a program to attract career changers to the teaching profession. Career changers are individuals who have already been hired by a district or individuals who are seeking to continue their careers while they transition into the teaching field — that is, individuals who hold a bachelor's degree but not teaching credentials.

Teacher education programs in math, science, elementary education and early childhood education are offered through the TIPP, an innovative state certificate program. The TIPP program allows qualified candidates to enter into a teaching contract while completing requirements for an Arizona teaching certificate. TIPP candidates are offered employment as the teacher of record in a school district and are required to obtain a Teaching Intern Certificate through the Arizona Department of Education to participate in the program. Courses are offered through co-convened classes in the district, online or through a web conferencing tool to ensure degree completion while working in a classroom.

Candidates have the option to complete an intensive course of study on the NAU mountain campus or at a satellite campus, based on the location of enrolled students during their first summer in the program. Throughout the year, candidates complete online coursework, including mentoring and feedback on practice while serving as the paid teacher of record.

NAU'S PROFESSIONAL SUPPORT PROGRAMS

Candidates in GYO and the TIPP programs are expected to attend the annual There's A Reason I am a Teacher (TARIAT) conference hosted by the NAU College of Education, which provides opportunities to interact and learn from master teachers, including Arizona's teacher of the year and the national teacher of the year as well as returning alums of the Arizona Teachers Academy in future years.

In addition, NAU provides general induction support for graduates in their first year of teaching.

ACADEMY ASPECTS AND LEARNING ENVIRONMENT SHOW PROMISE FOR FUTURE ACADEMIC PREPARATION

TAP™-The System for Teacher and Student Advancement, created by Lowell Milken, a prominent education researcher on school improvement, serves as a comprehensive educator effectiveness model that provides excellent opportunities for career advancement and professional growth for current teachers and teacher candidates. The TAP rubric is a tool that is used for candidates in the NAU Teachers Academy during their student teaching experience. It allows for faculty in teacher education programs to improve the instruction and achievement of all teacher candidates in the program. Evaluation using the TAP rubric occurs several times during students' teaching experience by trained evaluators. This evaluation is followed by a post-conference session between the university supervisor and the teacher candidate to discuss reinforcements and refinements, which serve to help teacher candidates further develop and reinforce good instructional practice.

Co-Teaching, a powerful tool to successfully mentor future teachers, is offered to cooperating teachers as a way to strengthen practicum and student teaching experiences. Co-teaching is backed by research that documents increased student achievement. In a successful co-teaching environment, both the teacher candidate and lead teacher are actively involved and engaged in all aspects of instruction. Co-teaching helps to meet student needs in large classes serving diverse learners. It also fully utilizes the experience and expertise of the cooperating teacher and provides for enhanced collaboration skills.





FISCAL YEAR 2018

NORTHERN ARIZONA UNIVERSITY 2017-2018

Total number of students enrolled in the Arizona Teachers Academy	60
Percentage of students who completed each year of the academy and who plan to continue to the subsequent year, delineated by each teacher preparation program	98%
Number of teachers who completed a program of study through the Arizona Teachers Academy	NA
Number of teachers currently teaching in a public school in this state as part of an agreement for receiving a full time tuition and fee waiver	NA
Number of students who have defaulted on their agreement and who are in repayment agreements	NA

The Arizona Teachers Academy at NAU is at minimum a two-year program and will not have students eligible for completion until spring 2019. Data relating to completion of a program of study, number of teachers teaching in an Arizona public school as a part of an agreement and default rate will not be available until fall 2019.

A recent two-day workshop titled “Co-Teaching as Best Practice for Cooperating and Mentor Teachers” was conducted for Flagstaff Unified School District (FUSD) teachers. This two-day training included teacher representatives from FUSD schools who worked together with NAU facilitators to design and develop strategies related to co-teaching. The focus was primarily on co-teaching during student teaching; however, plans to fully utilize these strategies with practicum students prior to student teaching was also presented. The FUSD teachers participating in co-teaching stated that they saw the benefits in having another well-trained teacher candidate in the classroom. This promising workshop should be offered to all partner districts, including GYO programs that are part of the NAU Teachers Academy.

UA'S ARIZONA TEACHERS ACADEMY

The UA Arizona Teachers Academy offers a one-year master's degree with certification that prepares secondary and special education teachers through the Teach Arizona program and the Mild to Moderate Disabilities program. Teach Arizona is available in Phoenix and Tucson and offers master's degrees in secondary education for grades 6-12 in the content areas of math, science, English, social studies and world languages. The Mild to Moderate Disabilities program offers a master's degree and certification that prepares special education teachers to work with students with learning disabilities and emotional and behavioral disorders. Students must be accepted to one of these programs to be eligible for admission to the academy.

UA IMMERSIVE TEACHER ACADEMY

The UA Immersive Teacher Academy focuses on teacher shortages in secondary school and in special education classrooms. The academy takes advantage of intern certificates and student teaching intern certificates when feasible, to further reduce student debt. The initial partner school districts are Flowing Wells Unified School District, Sahuarita Unified School District and Tucson Unified School District. A practice-track faculty member brings in additional expertise as needed and does formal mentoring. The UA academy draws on the College of Education Alumni Council to provide this additional expertise, as well as assisting with hosting face-to-face professional development sessions and mentoring on specific topics. The UA academy emphasizes career changers, providing them with a graduate education through this program.



The academy certifies teaching in the following content areas:

- Mild to moderate special education
- Mathematics education
- Science education (physics, chemistry, biology, earth science, general science)
- Social studies education (history, political science/government, economics)
- World languages education (Spanish, ASL, Mandarin)
- English education

The academy builds on current partnerships between the University of Arizona College of Education and collaborating school districts. In these partnerships, collaborating school districts hold recruiting events for local clientele who wish to become teachers and the university holds recruiting events for graduates of the high schools in those districts who are already attending Pima Community College or the University of Arizona. These prospective teachers have College of Education advisors who provide information on requisite coursework and access to information on financial aid.

UA'S PROFESSIONAL DEVELOPMENT PROGRAM

An essential feature of the academy, students have frequent and ongoing opportunities to meet with UA faculty, teaching colleagues and site-based practitioners to support professional growth. These opportunities offer professional dialogue, exchanging of ideas and ongoing support throughout the program and continue after the teacher has graduated and is teaching in the classroom.





Mentoring and induction specialists visit academy graduates at least twice each semester in their first year of teaching and provide online support as needed. In addition, specialists host at least two professional development workshops each semester on topics of concern to the beginning teachers. This continuing professional development support is free, and, in addition, first-year teachers are provided a small stipend to attend professional development sessions.

ACADEMY ASPECTS AND LEARNING ENVIRONMENT SHOW PROMISE FOR FUTURE ACADEMIC PREPARATION

The University of Arizona used the Arizona Teachers Academy to help meet the needs of career changers in special education and secondary education programs. Scholars in these programs are often more mature and serious in their decisions to become teachers, but also often have significant financial challenges. Providing funding through the academy to these students has given them the ability to fully engage in their studies and focus on becoming excellent teachers.

FISCAL YEAR 2018

UNIVERSITY OF ARIZONA

2017-2018

Total number of students enrolled in the Arizona Teachers Academy 15

Percentage of students who completed each year of the academy and who plan to continue to the subsequent year, delineated by each teacher preparation program NA¹²

Number of teachers who completed a program of study through the Arizona Teachers Academy 15

Number of teachers currently teaching in a public school in this state as part of an agreement for receiving a full time tuition and fee waiver 13

Number of students who have defaulted on their agreement and who are in repayment agreements NA

¹² The academy at the University of Arizona is a one-year program and therefore does not have students continue into subsequent years.