

Arizona Educator Preparation Programs Biennial Report

Submitted to the State Board of Education

Date: December 8, 2025

Executive Summary

This report is submitted in compliance with Arizona State Board Rule R7-2-604.02, which requires each approved professional preparation institution to submit a biennial report to the Department of Education documenting Educator Preparation Program (EPP) activities for the previous two years (Section K). Section L further requires the Department to provide annual updates to the Board and publicly release summaries of these reports, including program status, identified deficiencies, and commendations.

The report provides a comprehensive update on Arizona's Educator Preparation Programs (EPPs), including program types, institutional contributions, workforce impact, and emerging trends. The analysis draws on data from the Educator Pipeline Dashboard, which tracks Institutional Recommendations (IRs), standard certificates issued, and Teacher Input Application (TIA) data reported by Local Education Agencies (LEAs). The findings highlight the stability of traditional programs, the growing influence of alternative and classroom-based pathways, and the significant contributions of public universities and community colleges to Arizona's teacher workforce.

Introduction

The Arizona Department of Education oversees a diverse landscape of educator preparation programs designed to meet the state's workforce needs. This report summarizes program structures, institutional performance, and workforce outcomes for the period covering fiscal years 2021 through 2025. It also identifies trends and spotlights institutions demonstrating exemplary practices in teacher preparation and placement.

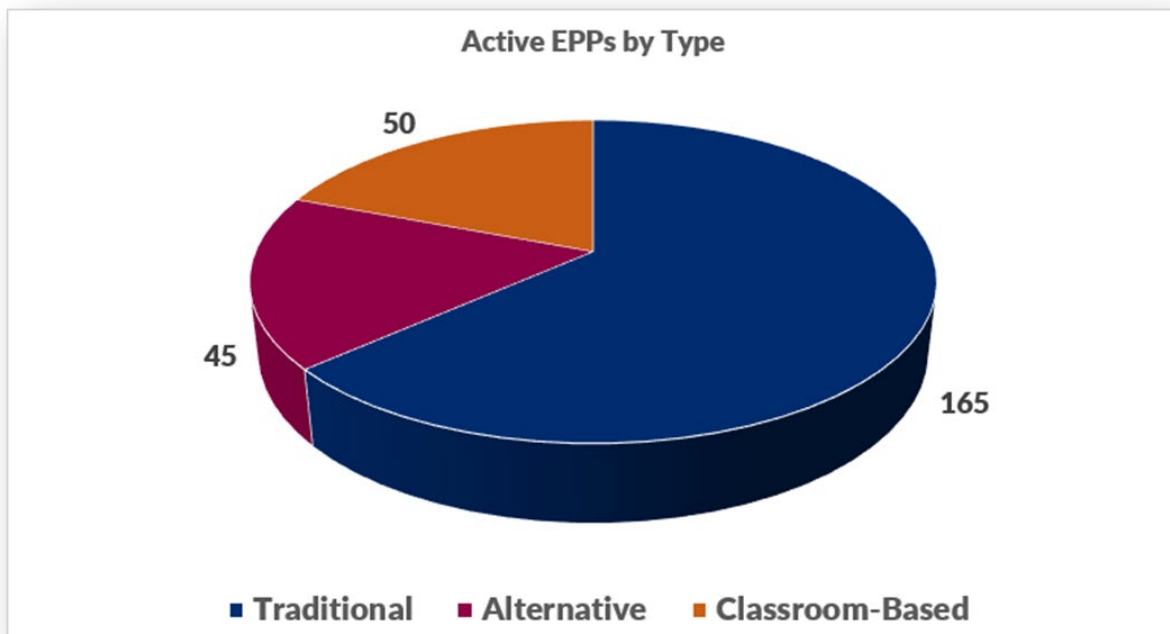
Overview of Educator Preparation Programs

Arizona currently approves three primary types of educator preparation programs:

- **Traditional Programs:** Student teaching occurs at the end of the program under the supervision of a cooperating teacher for 12–16 weeks. Traditional programs are offered by institutions of higher education, community colleges, and certificate organizations.
- **Alternative Programs:** Designed for individuals employed as PK–12 teachers under an alternative certificate while completing program requirements. These programs provide flexible sequences for candidates already teaching under alternative certification.
- **Classroom-Based Programs:** A subset of alternative programs operated by Local Education Agencies (LEAs) to address local staffing needs, often yielding high retention rates.

As of November 2025, Arizona has:

- 165 Traditional Programs
- 45 Alternative Programs
- 50 Classroom-Based Programs



Workforce Contribution Analysis

The Educator Pipeline Dashboard tracks three key indicators:

1. **Institutional Recommendations (IRs):** Issued by approved programs upon candidate completion.
2. **Standard Certificates:** Granted by the state to qualified candidates.
3. **Teacher Input Application (TIA) Data:** Self-reported by LEAs to confirm employment in Arizona schools.

Data from 2021–2025 show strong alignment between IR issuance and workforce placement, particularly among public universities, community colleges and classroom-based programs.

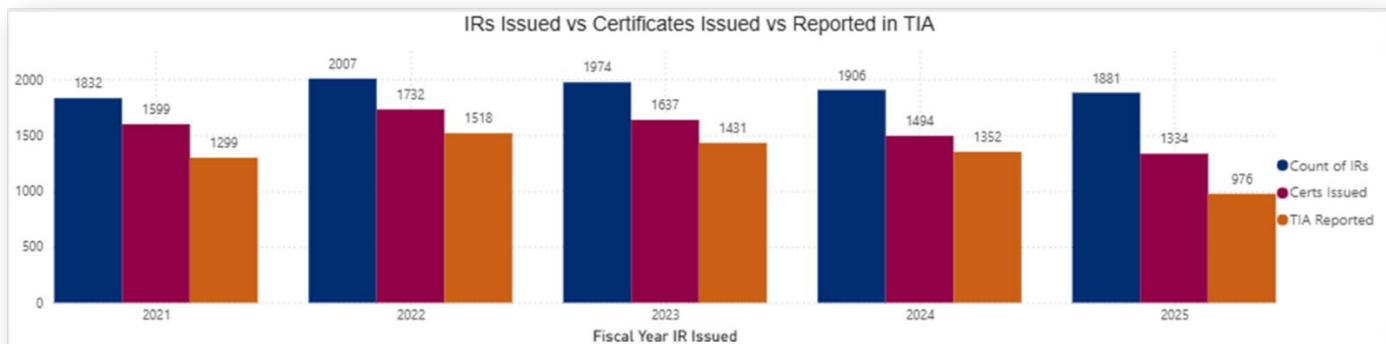
- Arizona’s public universities account for the largest share of Institutional Recommendations (IRs), teaching certificates issued, and placements in Arizona schools.
- Arizona Community Colleges demonstrate strong alignment with state needs, with 80% of IR recipients employed in Arizona classrooms.
- Classroom-Based programs report nearly 100% placement of program completers in Arizona classrooms.



Institutional Group Performance

Arizona Public Universities

- Institutions include: Arizona State University, Northern Arizona University, and University of Arizona
- Contribution: Largest share of IRs and certificates; 70% of IR recipients reported in TIA for 2021–2025 cohorts.ⁱ
- Trend: IR issuance remains stable over five years.



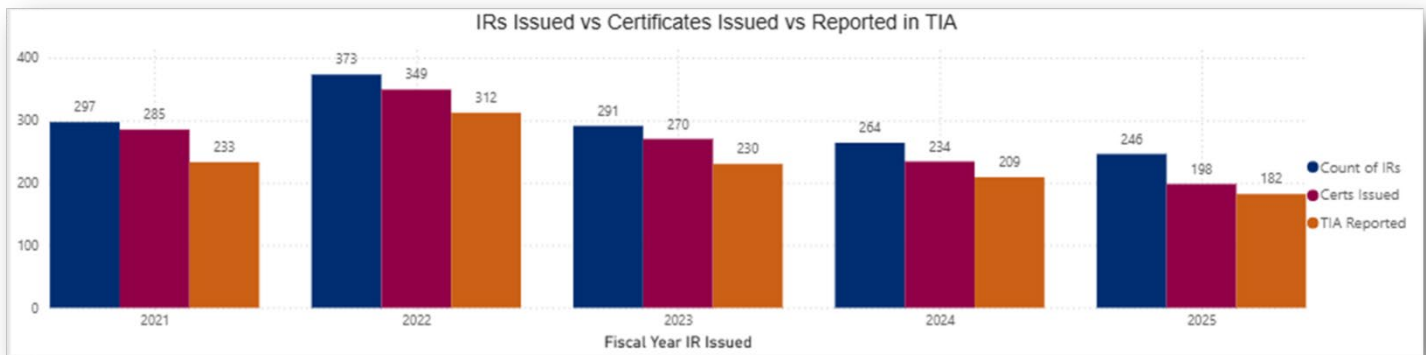
Private and Out-of-State Institutions

- Institutions include: Alliant International University, American College of Education, American Intercontinental University, Arizona Christian University, Grand Canyon University, Moreland University, Ottawa University, Prescott College, and University of Phoenix.
- Contribution: High IR issuance but lower workforce impact; only 28% of IR recipients reported in TIA.ⁱ
- Observation: Many candidates seek Arizona certification for reciprocity rather than in-state employment.



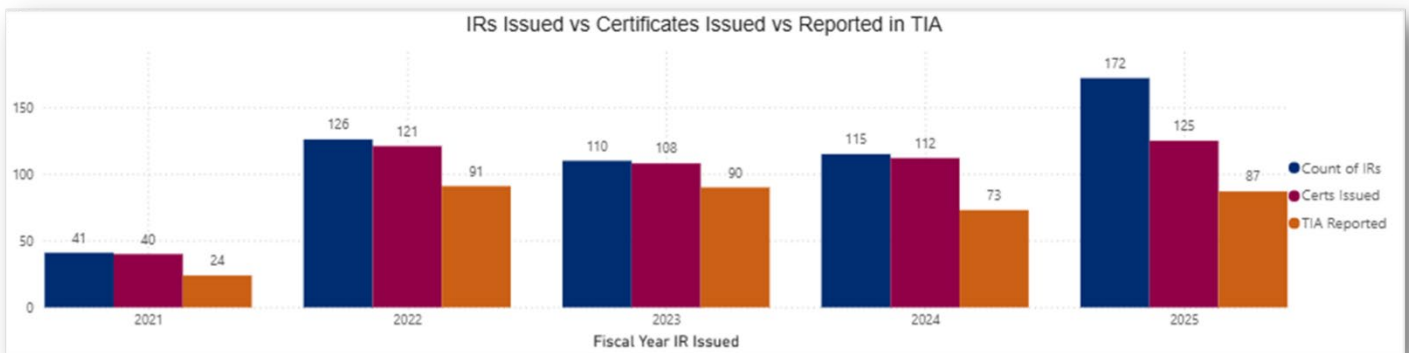
Community Colleges

- Institutions include: Central Arizona College, Glendale Community College, Mesa Community College, Mohave Community College Northland Pioneer College, Pima Community College, Rio Salado Community College, and Scottsdale Community College
- Contribution: Significant growth; 80% of IR recipients reported in TIA for 2021–2025 cohorts.ⁱ
- Trend: Strong correlation between IR issuance and classroom placement.



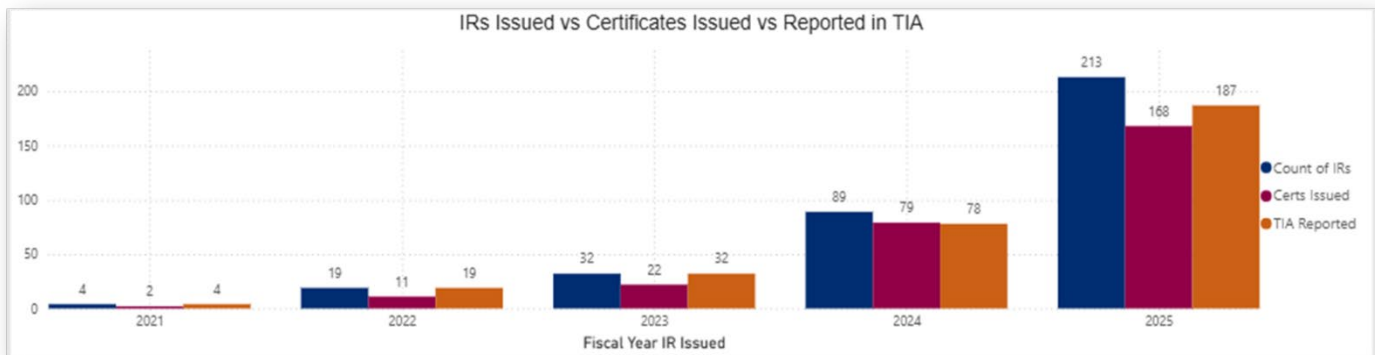
Certificate-Based Organizations

- Examples: #T.E.A.C.H., ABCTE, Exemplary Educators, iTeach, Classroom, and Teachers of Tomorrow
- Contribution: Smaller share of IRs; 59% of IR recipients reported in TIA.ⁱ
- Role: Provides alternative pathways for individuals with non-education degrees.

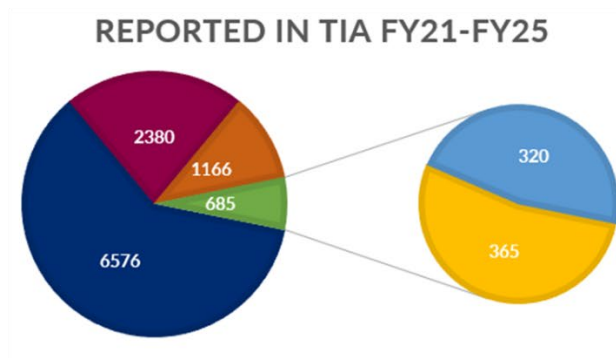
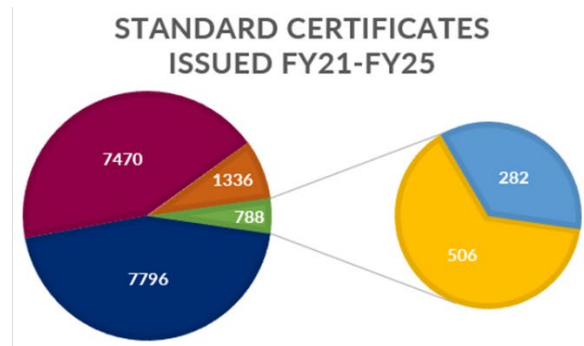
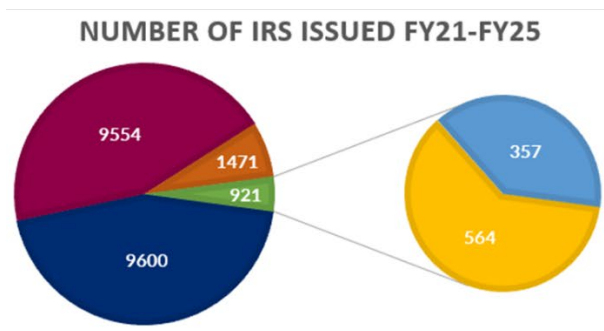


Classroom-Based Programs

- Operated by LEAs such as: Arizona Autism Charter Schools, Casa Grande ESD, Chandler USD, Deer Valley USD, Dysart USD, Gilbert USD, Lake Havasu USD, Litchfield ESD, Mesa USD, Prescott USD, Tempe Union HSD, Vail USD, Washington ESD
- Contribution: Rapid growth since 2022; nearly 100% of completers employed in Arizona schools.
- Trend: Emerging as a critical solution for local teacher shortages.



Total Data: FY21-FY25

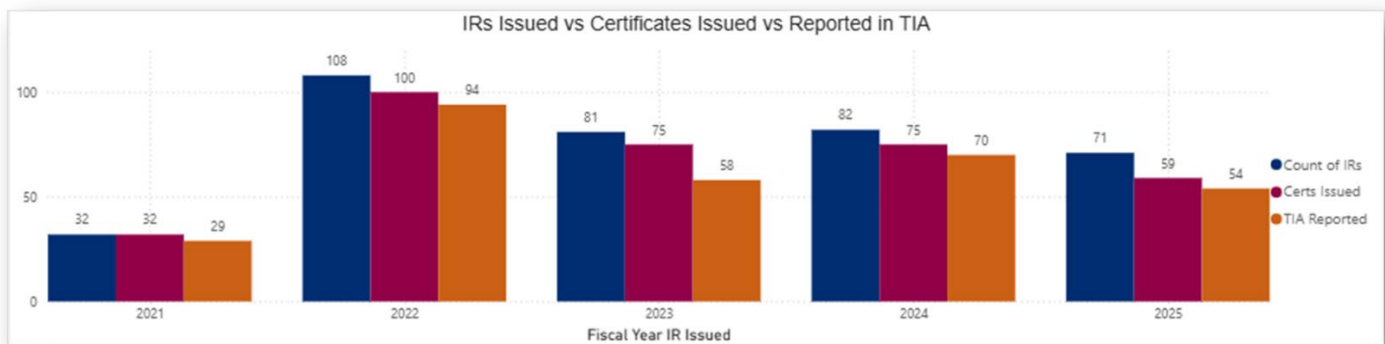


- AZ Public Universities
- Private/Out of State
- AZ Community Colleges
- Certificate-Based Organizations
- Classroom-Based

Spotlight Institutions

Pima Community College

- Combines traditional and alternative pathways.
- Maintains strong partnerships with K–12 districts, ensuring high placement rates.
- Preparing to launch a bachelor’s degree in teaching to further address workforce needs.



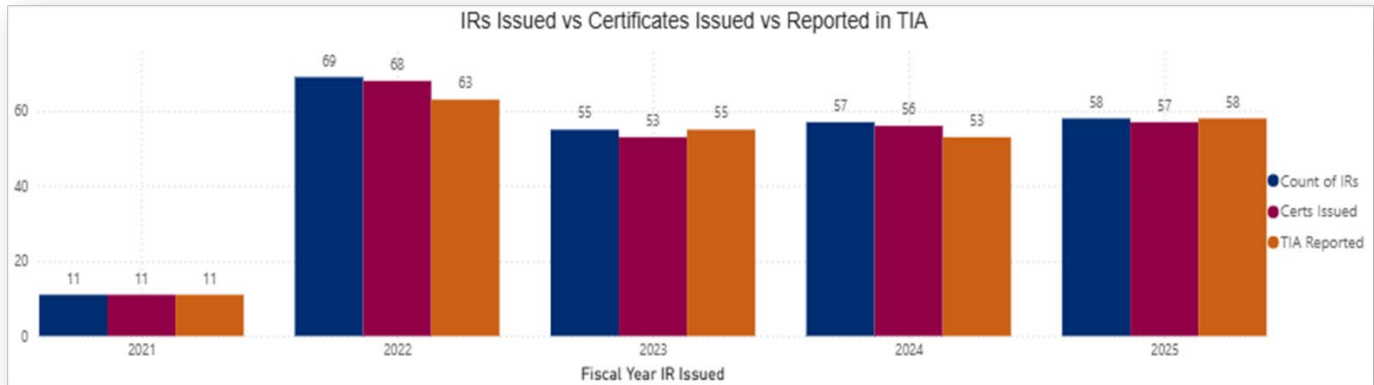
We asked Pima to share their insight on the data:

“As a community college, we primarily serve students from Arizona who often remain in the state to teach after graduation. Our strong Alternative Certification program further supports this trend. We maintain close relationships with our K-12 School District Partners, which allows many of our students to secure teaching positions even before they graduate. We have a case management advising model that allows us to inform our students of the importance of the teacher certification, clear of deficiencies, and with appropriate endorsements. Given our unique position within the community, we are optimistic that our upcoming bachelor's degree in teaching will significantly contribute to addressing the teacher shortages in Arizona.

“Our graduation rates were depressed in 2021 due to the pandemic. In 2022 we got a bump with those students who took a little longer due to the pandemic. Our 2023, 24, and 25 numbers are more in line with our traditional graduation numbers.”

Teachers of Tomorrow

- Certificate-based program utilizing alternative routes.
- Emphasizes candidate support, flexible pacing, and collaboration with districts.
- Demonstrates consistent alignment between IR issuance and workforce placement.



We asked Teachers of Tomorrow to share their insight on the data:

“Our main strategies have been tied to candidate support, internal processing measures, and district outreach. We make sure all candidates are fully aware of their requirements before enrollment and help them along the way with their certification process. Candidates are able to complete their program at their own pace, providing them with additional flexibility as they balance multiple demands.

“Our trained Enrollment/Program Advisors, Field Supervisors, and Certification Officers provide candidates with coaching and guidance throughout their journey. From an IR processing standpoint, we reach out to AZ DOE when we have questions, and we work closely with our candidates to ensure all appropriate documentation is on file and requirements are met. In the community, we collaborate with the districts to share information regarding our programs to help address their specific needs.”

Trends and Observations

- Traditional programs remain the predominant pathway for teacher preparation.
- Alternative and classroom-based programs are expanding rapidly, offering flexible solutions for workforce shortages.
- Public universities and community colleges exhibit strong retention of graduates within Arizona schools.
- Private and out-of-state institutions contribute less to in-state employment despite high IR issuance.

2025 Educator Preparation Program Biennial Report

Introduction

This biennial report provides a comprehensive review of Educator Preparation Programs (EPPs), focusing on self-assessment and program improvement based on systematically collected data. The report includes documentation of identified deficiencies, summaries of stakeholder exit interviews and surveys, completion achievement data, and commendations aligned with State Board guidelines. Due to staggered submission cycles, not all approved programs or institutions are represented. The findings reflect data from the previous two years.

Professional Preparation Institute	Programs Due to Report in Cycle	Reports Received	Total Approved Programs	Program Status	Deficiencies
#TEACH/TEACH LLC	1	1	2	Active	None
Alliant International University	1	0	3	Active	None
Arizona Christian University	2	2	6	Active	None
Arizona State University	11	10	28	Active	None
Capella University	1	1	4	Active	None
Chandler Unified School District	1	1	2	Active	None
Crane Elementary School District	2	2	2	Active	None
Deer Valley Unified School District	2	2	5	Active	None
Dysart Unified School District	2	2	3	Active	None
Exemplary Educators	1	1	1	Active	None
Gilbert Unified School District	1	0	4	Active	None
Glendale Community College	1	1	1	Active	None
Grand Canyon University	8	8	22	Active	None
iTeach	2	2	4	Active	None
Lake Havasu Unified School District	2	2	2	Active	None
Litchfield Elementary School District	3	2	4	Active	None
Mesa Community College	1	0	1	Active	None
Mesa Unified School District	2	2	5	Active	None
Moreland University - Teach Now	1	1	4	Active	None
Northern Arizona University	3	3	25	Active	None
Northland Pioneer College	1	1	2	Active	None
Ottawa University	7	7	19	Active	None
Paradise Valley Community College	1	0	1	Active	None
Paradise Valley Unified School District	1	1	2	Active	None
Pima Community College	1	1	4	Active	None
Prescott College	8	0	16	Discontinued	None
Queen Creek Unified School District	3	3	3	Active	None
Rio Salado College	3	3	8	Active	None
Scottsdale Community College	2	2	2	Active	None
Teach US	2	2	2	Active	None
Tempe Union High School District	1	1	1	Active	None
TNTP	1	1	2	Active	None
Tucson Unified School District	1	1	1	Active	None
United States University	1	0	3	Discontinued	None
University of Arizona	7	7	19	Active	None
University of Phoenix	4	4	9	Active	None
Washington Elementary School District	1	0	2	Active	None

Program Updates and Compliance

Professional Preparation Institutions (PPIs) have implemented program updates to align with fiscal year 2023 modifications to State Board rules. Many updates emphasize Early Childhood and Elementary programs, which revised or introduced literacy courses to comply with amendments to A.R.S. §15-501.01(C)(4). Special Education programs reported adjustments to course content to align with the Council for Exceptional Children's 2020 standards.

Enrollment and Completion Data

Biennial reports document participant data for each program, including initial enrollment, final enrollment, and total program completers. These figures encompass both in-state and out-of-state graduates. Data analysis indicates a positive trend, with general increases in enrollment and completion rates across most reporting programs. PPIs also report a strong institutional focus on continuous improvement initiatives.

Commitment to Continuous Improvement

The EPP team remains committed to enhancing the biennial reporting process to provide more comprehensive and actionable insights for stakeholders. We will continue collaborating with the State Board of Education and other partners to refine the report and support the objectives of EPP programs.

Recommendations

1. **Strengthen Literacy Instruction:**
Continue prioritizing literacy-focused coursework in Early Childhood and Elementary programs to ensure compliance with statutory requirements and improve student outcomes.
2. **Enhance Special Education Standards Alignment:**
Maintain alignment with the Council for Exceptional Children's standards and expand professional development opportunities for faculty to support these updates.
3. **Improve Data Transparency:**
Develop standardized reporting templates for enrollment and completion data to facilitate clearer comparisons across institutions and programs.
4. **Expand Stakeholder Engagement:**
Increase the frequency and depth of stakeholder feedback through structured interviews and surveys to inform program improvements.
5. **Support Continuous Improvement Initiatives:**
Allocate resources for ongoing faculty training and curriculum review to sustain positive enrollment and completion trends.

Conclusion

Arizona's educator preparation programs collectively strengthen the state's teacher pipeline. Continued monitoring of program performance and workforce outcomes will be essential to address teacher shortages and ensure equitable access to quality education. Strategic support for community colleges and classroom-based programs, alongside sustained investment in traditional pathways, will help meet the evolving needs of Arizona's schools.

ⁱ The data presented for FY25 is preliminary because LEAs have until the end of November 2025 to finalize and report employment numbers in TIA.