

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

In August 2024, the Educator Preparation Programs (EPP) team presented an analysis to the Board on the teacher output from Arizona's state-approved Educator Preparation Programs. Arizona currently has 246 State Board-approved EPPs across 48 institutions, categorized as follows:

- Traditional Programs: 156
- Alternative Programs: 45
- Classroom-Based Programs: 45

It was noted that the data presented was preliminary, as Local Education Agencies (LEAs) have until the end of November to finalize and report their employment numbers into the Teacher Input Application (TIA). The presentation highlighted key findings:

- Arizona's public universities contribute the largest share of Institutional Recommendations (IRs), Arizona teaching certificates issued, and placements in Arizona schools.
- Arizona Community Colleges demonstrated a significant alignment with state needs, with 88% of their IR recipients employed in Arizona classrooms.
- Classroom-Based programs showed exceptional placement rates, with almost 100% of their program completers employed in Arizona classrooms.

This data provides valuable insights into the contributions and impacts of various educator preparation pathways on Arizona's teacher workforce. The presentation from August has been attached to this report as a reference to the data that has been provided.

The biennial report process offers EPPs a valuable opportunity for self-reflection and program improvement based on systematically collected data. Report contents generally include documentation of any identified deficiencies, summaries of stakeholder exit interviews and surveys, completer achievement data, and any program commendations the EPP wishes to highlight in alignment with state board guidelines. It is important to note that not all approved programs or institutions are represented in this biennial report due to staggered biennial submission cycles. The findings represent the program from the previous two years and not the immediate categorical data.

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
American InterContinental University	1	1	1	Active	None
Arizona Autism Charters Schools	1	1	1	Active	None
Arizona Christian University	4	4	7	Active	None
Arizona State University	7	7	20	Active	None
Capella University	1	1	3	Active	None
Casa Grande Elementary School District	1	1	1	Active	None
Central Arizona College	2	2	2	Active	None
Chandler Unified School District	1	1	2	Active	None
Deer Valley Unified School District	2	2	5	Active	None
Gilbert Unified School District	3	3	4	Active	None
Grand Canyon University	5	5	19	Active	None
ITeach	2	2	4	Active	None
Klassroom	1	1	3	Active	None
Mesa Unified School District	3	3	5	Active	None
Mohave Community College	2	1	2	Active	None
Moreland University - Teach Now	3	3	4	Active	None
Northern Arizona University	4	3	22	Active	None
Paradise Valley Unified School District	1	1	2	Active	None
Pima Community College	2	2	3	Active	None
Prescott College	3	1	18	Active	None
Prescott Unified School District	2	2	2	Active	None
Rio Salado College	2	2	7	Active	None
Teachers of Tomorrow	1	1	3	Active	None
University of Arizona	1	1	13	Active	None
University of Phoenix	2	2	10	Active	None
Washington Elementary School District	1	1	2	Active	None
Yuma Unified HSD	1	1	1	Active	None

Professional Preparation Institutions (PPIs) have outlined in their biennial reports the program updates implemented to align with FY23 modifications to state board rules. A significant portion of these updates is concentrated within Early Childhood and Elementary programs, which have revised or introduced Literacy courses to comply with amendments to A.R.S. §15-501.01(C)(4). Additionally, Educator Preparation Programs (EPPs) for Special Education have reported modifications to course content to ensure alignment with the Council for Exceptional Children’s updated 2020 standards.

The biennial reports further document participant data for each program, including initial enrollment, final enrollment, and total program completers. These completer figures encompass both in-state and out-of-state graduates. Data analysis indicates a positive trend, with general increases in enrollment and program completion rates across most reporting programs. PPIs also reported a notable, institution-wide focus on continuous improvement initiatives in all programs.

The EPP team is confident that ongoing enhancements to the biennial reporting process will yield more comprehensive and actionable insights for stakeholders. We remain committed to working closely with the State Board of Education and other stakeholders to continuously refine the report to better support the needs and goals of EPP programs.