



THE UNIVERSITY OF ARIZONA

College of Education

Department of Teaching, Learning, and Sociocultural Studies

**TLS 493E: Student Teaching in Elementary Education
Spring 2025**

11 credits Traditional Student Teaching

14 credits for Certified ADE Student Teaching Interns

Monday – Friday TBD

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Office hours – by appointment

Related webpage - https://www.coe.arizona.edu/field_experiences

Catalog and Course Description

This course with an English as a Second Language (ESL) Endorsement is designed to prepare students to teach English Learners in any elementary classroom position requiring such an endorsement. This could include an English Language Development (ELD) classroom setting. Students will also be prepared to teach in SEI (Structured English Immersion) and the traditional elementary classrooms in grades K to 6.

Students participating in this course will be placed in K-6 grade elementary school classrooms. Participating students will work with an Arizona certified master teacher who will serve as a supervising practitioner using an apprenticeship model and a co-teaching framework.

Under the guidance and supervision of the supervising practitioner and UA Program Supervisor, students will assume the professional duties of a student teacher, and in the process, demonstrate

the skills and dispositions necessary to meet the national standards set for teachers by the Interstate Teacher Assessment and Support Consortium (InTASC) and the International Society for Technology in Education (ISTE).

Successful completion of professional education courses, content area courses and program fieldwork is required prior to student teaching. Student teachers must hold a current, valid State of Arizona IVP fingerprint clearance card for the duration of their student teaching experience.

Elementary Education student teachers must successfully complete the full student teaching experience and all its requirements in order to receive an Institutional Recommendation from the University of Arizona to the Arizona Department of Education for certification.

Course Prerequisites

Successful completion of professional education courses, content area courses and program fieldwork is required prior to student teaching. Student teachers must hold a current, valid State of Arizona IVP fingerprint clearance card for the duration of their student teaching experience.

Course Co-requisite: TLS 498 Senior Capstone (1 credit)

Course Objectives & Learning Outcomes

Elementary Education student teachers must successfully complete the full student teaching experience and all its requirements in order to receive an Institutional Recommendation from the University of Arizona to the Arizona Department of Education for certification.

Course Objectives

By the end of the student teaching experience, teacher candidates will have:

1. Progressed to planning and lead teaching full time for a period of 20 days across all subject areas in collaboration with supervising practitioner using co-teaching strategies. Student teaching interns lead teach for all 66 days of their student teaching.
2. Submitted, at minimum, five fully developed lesson plans to University Program Supervisors no less than twenty-four hours prior to each scheduled observation made by candidate's supervisor.
3. Participated in, at minimum, reflective post conferences following each observation that includes the introductory expectation meeting, the midterm evaluation conference, and the final evaluation conference.
4. Collaboratively created a learning environment that fosters student learning in accordance with the InTASC and ISTE Standards.
5. Collaboratively designed lessons with supervising practitioner and taught lessons using instructional approaches and strategies aligned to the InTASC and ISTE Standards. These lessons will demonstrate mastery in the areas of planning, implementing effective teaching strategies, and assessing learning for all students, and will include targeted approaches for

English Learners (ELs).

6. Established relationships with students, families, and the school community in support of student learning, in accordance with InTASC standards.

7. Developed a professional portfolio which demonstrates selected skills and competencies in the UA Teacher Candidate Midterm/Final Evaluation instrument.

Expected Learning Outcomes

Students will successfully demonstrate that they meet the InTASC and ISTE standards aligned with the UA Teacher Midterm/Final Evaluation instrument. These standards are measured using a rubric which evaluates each criteria established within four domains: Learning Environment, Planning and Preparation, Instruction and Assessment and Professionalism and Growth and are noted in the table below.

The learner will be able to:	Standard
1. Implement learning experiences that meet the cognitive, linguistic , social, emotional, physical, social and emotional needs of diverse learners .	InTASC Standards: 1a, 1b, 1c <i>Measured in the UA Teacher Candidate Evaluation within the Planning & Preparation domain</i>
2. Establish an inclusive learning environment which embraces individual differences, diverse cultures and communities and ensures high standards for each learner.	InTASC Standards: 2a, 2b, 2c, 2d, 2e, 2f <i>Measured in the UA Teacher Candidate Evaluation within the Learning Environment domain</i>
3. Create a learning environment that supports active engagement, social interaction, collaborative learning and self-motivation.	InTASC Standards: 3a, 3b, 3c, 3d, 3e, 3f, 3h <i>Measured in the UA Teacher Candidate Evaluation within the Planning & Preparation domain</i>
4. Create learning experiences using the central concepts, tools of inquiry, and the structure each discipline to ensure students' content mastery.	InTASC Standards: 4a, 4b, 4c, 4d, 4e, 4h <i>Measured in the UA Teacher Candidate Evaluation within the Planning & Preparation and the Instruction and Assessment domains</i>
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	InTASC Standards: 5a, 5b, 5c, 5d, 5e, 5h <i>Measured in the UA Teacher Candidate Evaluation within the Planning & Preparation and the Instruction and Assessment domains</i>
6. Use multiple assessment methods to engage learners in their own growth, to monitor that growth, guide instructional decision making as well as student goals for self.	InTASC Standards: 6a, 6b, 6c, 6d, 6e, 6h <i>Measured in the UA Teacher Candidate Evaluation within the Instruction and Assessment domain</i>
7. Use knowledge of learners and community context,	InTASC Standards: 7a, 7b, 7c, 7d, 7e, 7h

knowledge of content area and curriculum and cross-disciplinary skills to plan rigorous instruction that supports every student.	<i>Measured in the UA Teacher Candidate Evaluation within the Planning & Preparation domain</i>
8. Use a variety of instructional strategies so learners will develop a deep understanding of content, make connections with that content, and build skills to apply that knowledge meaningfully.	InTASC Standards: 8a, 8b,8c, 8d, 8e, 8h <i>Measured in the UA Teacher Candidate Evaluation within the Instruction and Assessment domain</i>
9. Engage in ongoing professional learning and use evidence to continually evaluate teaching practice, its effect on others and adapts practice to meet the needs of each learner.	InTASC Standards: 9a, 9b,9c, 9d, 9e, 9h <i>Measured in the UA Teacher Candidate Evaluation within the Professionalism and Growth domains</i>
10. Seek appropriate roles and opportunities to take responsibility for student learning, to collaborate with others to ensure learner growth, to advance the profession, and to always conduct oneself ethically as an educator.	InTASC Standards: 10a, 10b,10c, 10d, 10e, 10h <i>Measured in the UA Teacher Candidate Evaluation within the Professionalism and Growth domains</i>
11. Create learning experiences and assessments that utilize technology to develop learner creativity, maximize content learning and promote ethical and responsible use of digital tools.	ISTE NETS – T 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d <i>Measured in the UA Teacher Candidate Evaluation within the Planning and Preparation, Instruction and Assessment and Professionalism and Growth domains</i>

Course Expectations

Academic Standards

- The InTASC Standards: http://www.ccsso.org/Documents/2013/2013_InTASC_Learning_Progressions_for_Teachers.pdf
- The ISTE Standards Teachers: <http://www.iste.org/standards/iste-standards/standards-for-teachers>

Professional Expectations

Per the expectations outlined in the *UA Teacher Preparation Program Professional Standards*, students are expected to follow the district, university and state standards of behavior while on the UA and school district campuses:

- School district code of conduct (when on a school campus or at a school-related event)
- ABOR Student Code of Conduct and UA policies regarding classroom behavior, threatening behavior, nondiscrimination and anti-harassment, and the Code of Academic Integrity.

- <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>
- <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>
- <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>
- <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>
- Professional Expectations for UA Teacher Candidates
- Arizona State Board of Education Professional Standards for Certificate Holders

Alleged violations of these behavior standards may result in immediate removal from the course or field placement pending review by the course instructor/program director. Alleged violations of the ABOR Student Code of Conduct and other UA policies (as explained above) will be referred to the Dean of Students Office.

Possible consequences for violations of these behavior standards include:

- removal from the course and/or clinical placement
- failure of course (as determined by course instructor)
- withdrawal from teacher preparation program with the right to petition for readmission.
- dismissal from teacher preparation program

Grading Policy and Benchmark Assignment

The UA Teacher Candidate Midterm/Final Evaluation instrument will be used to assess teacher candidate performance. Before both the midterm and final evaluation conference, the teacher candidate, the supervising practitioner and the University program supervisor individually complete the Teacher Candidate Midterm/Final Evaluation to assess student performance on all criteria before meeting to discuss and create a composite evaluation. This evaluation document is aligned to both the InTASC and the ISTE standards for teachers. Students are also expected to meet the standards set forth in the UA Teacher Professional Preparation Program Standards, the established Arizona State Board of Education Professional Practices for Certificate Holders and the course teaching policies listed above.

Pass/fail grades are the only grades available for TLS 493e. Grades will be based upon the student's ability to demonstrate an acceptable level of knowledge, skill, and dispositions required to be a successful teacher. This determination will be made using the UA Teacher Candidate Midterm/Final Evaluation instrument and the timecard which indicates completion of the student portfolio. The instrument has a grading rubric from 1 to 4. The Director of Field Experience, acting upon the recommendation of the University Program Supervisor, will assign the grade.

Satisfactory completion of student teaching (P) requires the following **two** criteria:

- a) A satisfactory performance on the FINAL student teaching evaluation instrument. Satisfactory performance is defined as a rubric score of "3" or above for the majority of the criteria in each of the four domains on the evaluation instrument. That is,
 - For the Learning Environment domain, the teacher candidate must score a minimum of "3" or above on four or more criteria.

- For the Planning & Preparation domain, the teacher candidate must score a minimum of “3” or above on six or more criteria.
- For the Instruction and Assessment domain, the teacher candidate must score a minimum of a “3” or above on eight or more criteria.
- For the Professionalism & Growth domain, the teacher candidate must score a minimum of “3” or above on six or more criteria.

Satisfactory completion may include emergent scores of “2” provided the majority of individual scores in any one of the four domains are at a level “3” as described above, **AND**

- b) Satisfactory completion of the student e-portfolio. This includes providing appropriate evidence of required criteria by due date as specified by the program supervisor.

Unsatisfactory completion of student teaching (F) is defined as any **one** of the following criteria:

- a) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument,

OR

- b) A majority of earned “emergent” scores (2) in any one domain, that is:
- For the domain of Learning Environment, a score of “2” on four or more criteria would be unsatisfactory.
 - For the domain of Planning and Preparation, a score of “2” on six or more criteria would be unsatisfactory.
 - For the domain of Instruction & Assessment, a score of “2” on eight or more criteria would be unsatisfactory.
 - For the domain of Professionalism and Growth, a score of “2” on six or more criteria would be unsatisfactory.

OR

- c) Submission of an incomplete portfolio or failure to submit a portfolio.

Note: Additionally, candidates found in violation of the professional expectations listed on this syllabus may be issued a failing grade for TLS493a.

Neither a passing or failing grade is included in the computation of the graduation grade average. This course is not available for honors credit.

Reminder: A requirement of the student teaching is to turn in all required materials to the Office of Field Experiences. Grades will not be posted until all documentation is submitted.

Required Assignments & Final Assignment

A Pass/Fail grade is assigned based on the successful completion of the all of the following as all assignments are of equal weight :

- Benchmark Assignments: While student teaching is a cumulative, cohesive experience, each course must have a Benchmark Assignment. The Benchmark Assignment for

student teaching includes:

- A professional portfolio which includes artifacts which demonstrate mastery of selected skills and competencies on the Teacher Candidate Assessment. Refer to the “Portfolio Assessment” in the *Elementary Education Student Teaching Guidebook*. (Appendix A)
- UA Teacher Candidate Assessment which is completed twice during the semester, at the midterm and final. Refer to the “UA Teacher Candidate Assessment” in the *Elementary Education Student Teaching Guidebook* for a copy of the assessment and related rubric or the UA Office of Field Experiences website for an editable pdf version of the form. (Appendices B & C)
- Completion of the time-card **evidencing the required number of days, (Fall 2020 = 66,** with signatures from you UA Program Supervisor and Supervising Practitioner. Additional information on the time card can be found in the *Elementary Education Student Teaching Guidebook*. (Appendix D)
- All required UA Program supervisor assignments as assigned. These could include a weekly journal.

Required Texts

- *Elementary Student Teaching Guidebook Teacher*, which can be found online or purchased at Fast Copy’s website

Attendance and Class Participation

To mirror a true teacher experience, and to meet the requirements set forth by the Arizona Department of Education and the credit requirements at UArizona, the expectation is that we will student teach for 66 continuous days school is in session, beginning the first day teachers report in the school district where we are student teaching. All days missed are to be made up consecutively at the end of our student teaching period to maximize learning, ensure a complete experience, and meet external requirements. We will count all days worked at the school site with your mentor teacher on days when the school district is in session.

Scheduled Topics/Activities Determined by site and mentor

Calendar

Student teachers are required to be at school the same hours required for their full time cooperating teacher for 66 days during the semester. This includes staff meetings, school activities and family and community events.

Start date is August 1st and end date is November 8th for the teacher candidates in the **Amphitheater, Flowing Wells, and Tucson Unified School Districts**, unless absences extend the 11/8 end date as each day’s absence will be added to the end of the student teaching termination date.

Start date is August 3rd and end date is November 10th for teacher candidates in the **Sahuarita School District**, unless absences extend the 11/10 end date as each day’s absence will be added to the end of the student teaching termination date.

Start date is August 4th and end date is November 7th for teacher candidates in the **Page Unified School District**, unless absences extend the 11/10 end date as each day's absence will be added to the end of the student teaching termination date.

All student teaching interns teaching on a Student Teaching Intern Certificate (STIC) will report when new teachers report per school/school district expectations and student teaching for STICs will conclude after the STICs' 66th day of teaching.

Additional information on the calendar can be found in the *Elementary Education Student Teaching Guidebook*.

Audio and Video Recording of Course

Students may not make audio or video recordings of classes without the advance written permission of the instructor/mentor teacher. Students may not reproduce, exchange, share, or distribute course recordings and materials. Students may use course recordings and materials only for course purposes. If a student makes a recording of a course with the instructor's/mentor teacher's permission, the student is expected to destroy the recording at the conclusion of the course term. This policy on distribution includes materials provided for online or hybrid courses. Making a recording without the permission of the instructor and/or reproducing, exchanging, sharing, or distributing course recordings and materials is considered a violation of ISTE Technology Standards for Educators 2.3.d, "Model and promote management of personal data and digital identity and protect student data privacy". Students violating this policy will be placed on a Professional Growth Support Plan.

Attendance Policy

Students teachers, like teachers, report to schools, Monday-Friday. We arrive no later than the official report time for teachers and stay until the end of the teacher's workday. To earn the 11 credits of the course and meet the Arizona Department of Education requirements, 66 full days of student teaching this semester are needed.

Since attendance is required for learning and by state and University policy, excessive absences may result in the student being dropped from the course or being issued an incomplete or failing grade.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Teacher candidates must notify the supervising practitioner and UA program supervisor as far in advance as possible, and must supply substitute lesson plans when appropriate in these cases. All absences that are not excused by the Dean will be added to the end of the student teaching period, but before the end of the semester. Those days will be made up consecutively.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Extended Absences (More than one week)

- Extended Absences are addressed by University policies:

<https://deanofstudents.arizona.edu/policies/attendance-policies-and-practices>

Students who need to miss more than 1 week of classes (or the equivalent for accelerated courses) **should provide documentation to the Dean of Students office DOS-deanofstudents@email.arizona.edu**

Incomplete or Withdrawal Policies

University of Arizona Policy: Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <https://catalog.arizona.edu/policy/courses-credit/grading/grading-system>.

Additional Information about University Incomplete Policy:

- Remember: “The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.”

Threatening Behavior by Students:

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Accessibility and Accommodations:

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<https://deanofstudents.arizona.edu/policies/code-academic-integrity>

Social Media Use: You are in a professional program and your on-line presence is as important as your in-person presence. Social media offer opportunities to interact, build relationships, and enhance interpersonal and professional connections. As members of the University of Arizona (hereafter "University" or "UA") community, be aware of the ways social media content may affect our personal and professional reputation and credibility and the way others perceive the University. See the following UA social media guidelines for support.

<http://policy.arizona.edu/employment-human-resources/social-media-guidelines>

UA Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

University of Arizona Code of Conduct

All University of Arizona students should be familiar with, and abide by, the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that should be followed by students. The UA Code of Conduct can be found at: <http://deanofstudents.arizona.edu/policiesandcodes>.

Classroom Behavior Policy

To foster a positive learning environment, teacher candidates, K-8 students and mentor teachers have a shared responsibility. We want a safe, welcoming, and inclusive environment where all feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Department of Teaching, Learning and Sociocultural Studies

Position Statement on Social Justice

Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.

*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds