Teach Arizona
Field Experience &
Student Teaching Handbook
2022-23
Introduction

Thank you for being a part of the Teach Arizona program! We appreciate the dedication and talent of our Student Teachers, Mentor Teachers, and University Supervisors.

Teach Arizona has a unique design that blends university coursework with a full-year internship in an assigned school. During the fall semester, Student Teachers work with their Mentor Teachers to gradually develop their skills and assume some classroom responsibilities. During the spring semester, the Student Teacher is the lead teacher in the classroom with full responsibility for classroom management, planning, instruction and assessment. This handbook will explain the format and expectations for the fall semester Field Experience and spring semester Student Teaching.

Throughout the year, University Supervisors will be available to assist the Student Teachers and Mentor Teachers. Please view the University Supervisors as a resource, and do not hesitate to contact them with questions or concerns.

Dr. Patty Stowers directs Teach Arizona: pstowers@arizona.edu, 520-331-2256. Ms. Patricia Acosta coordinates the field internships in Tucson: 66pacosta@arizona.edu, 520-248-0197. Mr. Michael Lang coordinates the field internships in Chandler: mglang@arizona.edu, 480-458-7745.

Important note regarding COVID-19: The UA plans to conduct courses in person beginning in Fall 2022. This means that the Teach Arizona field internship will also be completed in person. However, if the UA moves to virtual instruction due to a change in the pandemic situation, university students will be given the option of completing their fall semester Field Experience and spring semester Student Teaching virtually. The Arizona Department of Education has approved virtual student teaching as meeting certification requirements.

Resources

This handbook references a number of documents you will use this year. You can find and download these documents on the Teach Arizona resource webpage: https://www.coe.arizona.edu/teach-arizona/resources

<table>
<thead>
<tr>
<th>General Forms:</th>
<th>Fall Semester Forms:</th>
<th>Spring Semester Forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbook</td>
<td>TLS 593a Syllabus</td>
<td>TLS 593b Syllabus</td>
</tr>
<tr>
<td>Professional Standards/InTASC/ISTE</td>
<td>Field Experience Midterm Evaluation &amp; Rubric</td>
<td>Student Teaching Observation Form</td>
</tr>
<tr>
<td>Performance Concern Form</td>
<td>Field Experience Final Evaluation &amp; Rubric</td>
<td>UA Teacher Candidate Midterm/Final Evaluation</td>
</tr>
<tr>
<td>Supervision Tips for Mentor Teachers</td>
<td>Phase-In Plan (Tucson &amp; Phx/Statewide)</td>
<td>UA Teacher Candidate Midterm/Final Rubric</td>
</tr>
<tr>
<td>Program of Study (Tucson &amp; Phx/Statewide)</td>
<td>Weekly Self-Reflection</td>
<td></td>
</tr>
<tr>
<td>Video Recording Permission Form</td>
<td>Lesson Plan Templates (formal &amp; simplified)</td>
<td></td>
</tr>
</tbody>
</table>
**Mentor Teacher Compensation**

Mentor Teachers will be paid $650 for their year of mentoring. Two compensation forms, one for each semester, must be submitted in order for payment to be made. All sections of the form must be completed. Don’t forget the bottom section regarding UA student/employee status and U.S. citizenship. Non-U.S. Citizens are required to submit immigration documents to the College of Education to verify immigration status and eligibility. The fall stipend of $325 is mailed in January. The spring stipend of $325 is mailed in June. Questions can be directed to Ms. Acosta (Tucson) or Mr. Lang (Chandler).

**Substitute Teaching Guidelines for Student Teachers**

- Substitute teaching is strictly voluntary. Student Teachers may choose not to substitute teach given their busy schedules.
- If the Student Teacher wants to be eligible to substitute teach, they must have a valid Substitute Certificate from the state of Arizona and have completed the required school district paperwork and/or training. They can and should be paid the district rate for substitute teaching.
- Student Teachers cannot miss their UA classes in order to substitute teach.
- The Student Teachers can substitute teach for their Mentor Teacher only if they have been officially hired by the district to do so. They can be paid.
- Student Teachers can do class coverage for other teachers at the school site, but only during periods other than those that are part of their internship commitments.
Fall Semester Field Experience

**Hours**

To fulfill the requirements of the six-unit internship, Student Teachers are expected to spend approximately four hours each day (or 20 hours per week if the assigned class periods don’t meet daily) engaged in activities related to the field experience. These internships hours must be completed at times that do not conflict with the Student Teacher’s other UA courses. **Attendance is required. Student Teachers must notify the Mentor Teacher about internship absences as far in advance as possible. Ms. Acosta (Tucson) or Mr. Lang (Chandler) must also be notified.**

**Dates**

The TLS 593a Field Experience begins and ends on the first and last day of the site school calendar for teachers. All other UA courses begin August 22 and end Dec. 15.

**Student Teacher’s Internship Responsibilities in the Fall**

The Student Teacher and Mentor Teacher will select two morning periods that the Student Teacher will eventually student teach in the spring. As the fall semester progresses, the Student Teachers should gradually assume some management, planning and teaching duties with those two classes. The semester should begin with observation, but should evolve into a team-teaching situation with the Mentor Teacher during November/December. A formal *Phase-in Plan* will be created by the Student Teacher and Mentor Teacher. A copy of this form can be found on the Teach Arizona resource webpage. Below are suggestions for the types of tasks Student Teachers can be doing as the semester progresses.
**August/September**

- Participate in faculty training sessions re: COVID-19 health and safety protocols (provide documentation of training to Mentor Teacher when completed)
- Become acquainted with school faculty, staff, administration
- Obtain a copy and review the Faculty/Student Handbook and become acquainted with district/school rules and expectations
- Obtain a copy and review the school/district’s emergency procedures (e.g., lock downs, fire drills, evacuations)
- Assist the Mentor Teacher in designing and establishing classroom norms and procedures
- Review course syllabus, textbooks and teaching resources
- Participate with the Mentor Teacher in any initial meetings with students and parents
- Develop relationships with and among students to build a classroom community
- Become acquainted with the learning needs of your students (504, IEP, etc.)
- Support K-12 students’ social emotional health as modeled by the Mentor Teacher
- Observe and take field notes as Mentor Teacher leads virtual learning sessions
- Observe other teachers who model effective teaching
- Take and post attendance
- Review Mentor Teacher’s unit and lesson plans
- Observe the Mentor Teacher conduct a discipline conference or parent phone call (as appropriate)
- Grade some papers/tests and record grades (ONLY for the two classes to which you are assigned)
- Complete paperwork re: tardies, referrals, etc.
- Assist students during instruction
- Teach small segments of lessons (increase instructional duties over next few months)
- Be observed by your University Supervisor as you interact with students on at least four occasions before the end of the semester.

**October**

- Locate or create lesson materials such as handouts, quizzes, labs, etc.
- Create units and lesson plans with Mentor Teacher
- Continue to teach portions of lessons
- Begin to take on some management and discipline tasks
- Participate in the completion of progress reports, quarter grades, etc.
- Record a lesson during October or November (in conjunction with the benchmark assignment in your Content Methods course)
November/December

- Plan and teach substantial portions of the units and lessons
- Take on increased responsibility for grading student work
- Take on increased management and discipline tasks

**Documentation:** Student Teachers are required to document their internship activities on the *Field Experience Weekly Self-Reflection* submit that document to their University Supervisor via BOX by 11:30pm each Friday. The Field Experience Self-Reflection form can be found on the Teach Arizona resource webpage.

**Mentor Teacher’s Role**

The Mentor Teacher is expected to:

- Thoroughly review the Field Experience and Student Teaching Handbook
- Attend the orientation session with the Student Teacher
- Develop a Phase-In Plan with their Student Teacher and University Supervisor at the outset of the fall semester.
- Acquaint the Student Teacher with school faculty, staff and administration.
- Treat the Student Teacher as a co-teacher and promote that role to students, parents, faculty, and the school community
- Assist the Student Teacher in accessing school resources and participating in faculty meetings and training
- Provide opportunities for the Student Teacher to gradually assume teaching responsibilities per the Phase-In Plan.
- Conference regularly with the Student Teacher and build a trusting relationship.
- Model how to approach classroom management and interactions with parents/guardians
- Share resources, including past lessons and units, and model how to approach planning
- Model and discuss effective and varied instructional practices.
- Model assessment of student learning, as well as appropriate and effective use of student data
- Provide opportunities for observation and participation in experiences beyond the immediate classroom.
- Share their feedback with both the Student Teacher and University Supervisor.
- Complete the fall semester evaluation instrument and participate in the midterm and final conferences.

**Note:** Any issues that arise during the fall field internship should promptly be brought to the attention of the University Supervisor. Even small issues left unattended tend to develop into significant problems. If the issue persists then the matter should be brought to Ms. Acosta’s or Mr. Lang’s attention so that it can be resolved. The *Performance Concern Form* can be found on the Teach Arizona resource webpage.
University Supervisor’s Role:

University Supervisors will:

- Hold an initial meeting to assist the Student Teacher and Mentor Teacher in developing a phase-in plan.
- Meet with Student Teacher and Mentor Teacher at least once every two weeks. On at least four of these visits, the University Supervisor must be able to observe the Student Teacher interacting with the students.
- Review and respond to the Weekly Self-Reflections posted by their Student Teacher.
- Conduct the mid and final evaluation conferences.

The purpose of the fall semester visits is to verify that:

- The Student Teacher is assuming an appropriate amount of responsibility as stated on the phase-in plan developed at orientation.
- The Student Teacher is spending the required amount of time in the internship each day.
- The Mentor Teacher and the Student Teacher have set a firm schedule for conferencing and are adhering to it.
- The Mentor Teacher and Student Teacher have open lines of communication and are receptive to each other’s comments.
- The Student Teacher is on track to successfully assume the role of “lead teacher” in the spring semester.

Evaluation of Field Experience

Timeline: Student Teachers are formally evaluated twice during the fall Field Experience. The University Supervisor will conduct both evaluation conferences, which are jointly attended by the Mentor Teacher and Student Teacher. The midterm evaluation conference will be held in October. The final evaluation conference will be held in late November.

Evaluation Instrument: The Field Experience Evaluation and Field Experience Rubric will be used to assess whether the Student Teacher has successfully met the requirements of the fall semester Field Experience. The Mentor Teacher and Student Teacher will each individually complete this form prior to the midterm and final conferences. During the conference, the University Supervisor completes a composite form and notes any discrepancies. The University Supervisor collects the evaluation forms and uploads them to BOX to be viewed by the Teach Arizona Director. This evaluation instrument is the benchmark assessment in the course. Student Teachers must receive a minimum score of “2” on each indicator on the final evaluation to pass TLS 593a.

Once it is finalized, we will distribute the TLS 593a evaluation instrument and post it to the Teach Arizona resource webpage.
Spring Semester Student Teaching

Hours

**Spring Semester Student Teaching:** Monday-Friday, same hours as the fall. Spring student teaching continues to be a half-day commitment. However, since they are the lead teacher in the spring, Student Teachers are expected to attend before-school, lunchtime or after-school activities such as department meetings, faculty meetings, and parent or student conferences as appropriate. If those events conflict with the spring UA course schedule, Student Teachers must contact Dr. Stowers to make arrangements.

Attendance is required. **Student Teachers must notify the Mentor Teacher about internship absences as far in advance as possible. Ms. Acosta (Tucson) or Mr. Lang (Chandler) must also be notified.**

Dates

**Spring Semester:** During the spring semester, the Student Teachers follow the school district calendar for holidays as well as beginning and end dates. They are required to continue student teaching until the end of the school district year, even though that date is after the end of the University of Arizona semester.

Student Teacher’s Responsibilities in the Spring

The Student Teachers assume full student teaching responsibilities for their two designated periods. In collaboration and with the support of their Mentor Teacher, they take the lead in planning, instruction, grading and maintaining discipline.

It is expected that Student Teachers will have written lesson plans for each day. These lesson plans are to be shared with Mentor Teachers in advance so that the Mentor Teacher may review them and give feedback. Mentor Teachers and Student Teachers may work together to
determine how far in advance the lesson plans are to be submitted to the Mentor Teacher and how far in advance feedback is to be given to the Student Teacher. Additionally, in advance of formal observations, the Student Teachers must also submit their lesson plan to the University Supervisor via BOX.

As stated previously, in addition to the morning internship hours, Student Teachers are also expected to attend lunchtime or after-school activities such as department meetings, faculty meetings, IEP meetings, and parent or student conferences as would regular faculty members. There will be one afternoon university class meeting that the Student Teachers will need to attend during this semester as well.

**Mentor Teachers’ Role**

Effective mentoring on the part of the Mentor Teacher, in conjunction with the University Supervisor, is a critical component of the student teaching experience. Mentor Teachers are expected to conduct regular observations of and conferences with their Student Teacher throughout the spring semester. Mentor Teachers are expected to complete the spring semester evaluation instrument and participate in the midterm and final conferences.

Mentor Teachers may leave the classroom for short periods of time if it is appropriate in their professional opinion and if district policy allows that. Needless to say, the Mentor Teacher should be present in the classroom a great deal of the time to observe and provide the feedback that further the Student Teacher’s development. If the Mentor Teacher determines that the Student Teacher has adequate professional skills to be alone in the classroom, then they must adhere to the following rules. The only exception to these policies is if the Student Teacher has a valid substitute certificate and has been officially designated by the school district as a substitute teacher for that class period/day.

1. Mentor Teachers must **always** tell Student Teachers specifically where they will be on campus so that they can be reached quickly in an emergency.
2. Mentor Teachers **cannot** leave the school campus.
3. Mentor Teachers **cannot** do class coverage for another teacher or in any way supervise another group of students while the Student Teacher is teaching. The Mentor Teacher is still legally in charge of the Student Teacher’s students.

Throughout the school year, if the Mentor Teacher is absent, an official substitute teacher must be hired and the substitute teacher must remain in the classroom with the students and the Intern even if the Intern is leading instruction. Mentor Teachers should explain in their instructions to the Substitute Teacher that the Substitute Teacher, not the Student Teacher, is legally liable for the welfare of the students and that the substitute is expected to remain in the classroom at all times. The Intern may serve as the official substitute teacher **only if** the intern is hired by the district as the substitute. The Intern cannot miss any afternoon UA classes to substitute teach at the school site.
University Supervisor’s Role

The University Supervisors will conduct a formal observation of and post-conference with the Student Teachers every 2-3 weeks during the spring semester. Up to two of these formal observations can be conducted virtually – with the Intern recording the lesson and then uploading the recording/self-analysis through GoReact. University Supervisors will discuss this option with the Interns in the spring. Student Teachers must submit a lesson plan to “BOX” for the lesson that will be observed at least 2 days prior to every supervisor’s visit. Following the observation and conference, the University Supervisor will document the Student Teacher’s progress by completing a Student Teaching Observation Form. That form will be uploaded to BOX to be viewed by the Student Teacher and Teach Arizona Director. University Supervisors will also keep in contact and share their feedback with the Mentor Teachers throughout the semester. A copy of the Student Teaching Observation Form can be found on the Teach Arizona resource webpage.

Note: Mentor Teachers are encouraged and expected to contact their assigned University Supervisor or Ms. Acosta (Tucson) or Mr. Lang (Chandler) as soon as possible if issues arise, particularly concerns regarding the placement and the student’s fitness to teach. The Performance Concern Form can be found on the Teach Arizona resource webpage.

Evaluation of Student Teaching

Timeline: Teach Arizona student teachers are formally evaluated twice during the spring student teaching internship. The University Supervisor will conduct both evaluation conferences, which are jointly attended by the Mentor Teacher and Student Teacher. The midterm evaluation conference will be held in early March. The final evaluation conference will be held in late April.

Evaluation Instrument: Student teaching will be graded on a pass/fail basis. The UA Teacher Candidate Midterm/Final Evaluation form and UA Teacher Candidate Midterm/Final Evaluation Rubric will be used to assess whether the student teacher has demonstrated the knowledge, skills and dispositions necessary to pass student teaching. The Mentor Teacher and Student Teacher will each individually complete this form prior to the midterm and final conferences. During the conference the University Supervisor completes a composite form and notes any discrepancies. The University Supervisor collects the signed forms and uploads them to BOX to be viewed by the Teach Arizona Director. This evaluation instrument is the benchmark assessment in the course. Student Teachers must receive a minimum score of “2” on each indicator on the final evaluation to pass TLS 593b.

Once it is finalized, we will distribute the TLS 593b evaluation instrument and post it to the Teach Arizona resource webpage.
Upon admission to a University of Arizona teacher preparation program, Student Teachers receive a copy of the *UA TPP Professional Standards* and the related referral and growth plan forms. These standards are the expectations for University of Arizona students who plan to become teachers. Student Teachers are expected to demonstrate that they can meet the national, state, university and school districts standards and are, therefore, prepared to teach children and youth. The UA TPP Professional Standards is included on the following page. The full document, including the Due Process Flow Chart, Performance Concern Form and Professional Growth Plan be found on the Teach Arizona resource webpage.

Student Teachers are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the school district’s Code of Conduct. University Supervisors should assist the Student Teachers in obtaining a copy of the school district’s Code of Conduct.

School premises are weapons-free, drug-free and alcohol-free areas. Student Teachers in possession of any of these or under the influence of drugs and/or alcohol while on school premises may be subject to disciplinary action, including being issued a failing grade for TLS 593a or TLS 593b, dismissed from the Educator Preparation Program and/or referred to law enforcement.

To ensure the safety of teachers and students, schools have procedures regarding visitors. Student Teachers should adhere to policies regarding visitors on campus. They should also obtain appropriate faculty ID cards and parking passes.
The University of Arizona

Teacher Preparation Programs Professional Standards

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for teaching certification merit acceptance into the teaching profession. As a student in a University of Arizona teacher preparation program, you are expected to meet a number of professional standards, policies and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers.


All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress in meeting them.

Behavior Standards

You are expected to behave professionally during the program, both as a student and a teacher, while on the UA campus and school district campuses. There are three categories of behavior standards to which you must adhere:

- State of Arizona Standards:

- University of Arizona Standards:
  - ABOR Student Code of Conduct (https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf)
  - Threatening Behavior Policy (http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)
  - Non-Discrimination and Anti-Harassment Policy (http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)
• Code of Academic Integrity (http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)
• Professional Expectations for UA Teacher Candidates (attached)

• School District Standards:
  o District codes of conduct for faculty and staff

Knowledge of the Standards

You are required to review the aforementioned academic and behavior standards:
• The InTASC and ISTE NETS-T Standards are available at the links provided above
• Copies of the Arizona State Board of Education Professional Practices for Certificate Holders will be distributed and discussed at the outset of your program.
• The University of Arizona standards for behavior (ABOR Code of Conduct, Threatening Behavior Policy, Non-Discrimination and Anti-Harassment Policy, Code of Academic Integrity) are available at the links provided above.
• The Professional Expectations for UA Teacher Candidates will be distributed and discussed at the outset of your program.
• School District codes of conduct for faculty and staff must be obtained from your assigned school or district.

Adherence to Standards

Successful completion of the teacher preparation program is dependent upon a student’s ability to meet the academic and behavior standards. If a student’s performance raises concerns about their ability to successfully complete the program, university or field-based professional educators in the program may initiate a Performance Concern Form. Depending on the seriousness of the issue, the student may be placed on a Professional Growth Plan, which identifies the steps for remediation, provides support, and establishes expectations that must be met. Possible consequences for not meeting the expectations in the Professional Growth Plan include removal from a course or clinical placement, a failing grade in a course, withdrawal from the teacher preparation program with the right to petition for readmission, or dismissal from the teacher preparation program. It is important to note that alleged violations of the ABOR Student Code of Conduct or the Code of Academic Integrity may lead to immediate removal from a course or field placement pending review, and alleged violations of the ABOR Student Code of Conduct will be referred to the UA Dean of Students Office.
Professional Expectations for UA Teacher Candidates

Teacher candidates are expected to:

- maintain or exceed the minimum grade point average in their respective programs
- earn the minimum required letter grades in program courses
- follow the academic program of study as prescribed by the program advisor
- abide by state, university, and school district professional, behavioral, and academic standards
- abide by FERPA requirements regarding student data and privacy
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- refrain from posting or sharing any minor’s images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
- have a professional appearance when on a school campus or at school-related events
- attend all required course and field-related events
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive on time and remain for the duration of scheduled classes and field experiences
- be fully prepared for scheduled classes and field experiences
- look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others’ differing perspectives in a professional and respectful manner
- accept and act upon reasonable criticism and feedback
- question and test their assumptions about teaching and learning
- separate personal and professional issues
- exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
- inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and handbook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media with students about any topic that is not directly school-related
- check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
- maintain organized and up-to-date records of field experience, which may include field notes, weekly reflections, lesson plans, etc.
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**Academic Standards**

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers.

- InTASC Standards: [https://old.coe.arizona.edu/sites/default/files/pages/files/intasc-substandards.pdf](https://old.coe.arizona.edu/sites/default/files/pages/files/intasc-substandards.pdf)
- ISTE NETS-T Standards: [https://old.coe.arizona.edu/sites/default/files/pages/files/iste-nets-t-standards.pdf](https://old.coe.arizona.edu/sites/default/files/pages/files/iste-nets-t-standards.pdf)

All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress in meeting them.

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  - Non-Discrimination and Anti-Harassment Policy: [https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)
  - Code of Academic Integrity: [https://deanofstudents.arizona.edu/policies/code-academic-integrity](https://deanofstudents.arizona.edu/policies/code-academic-integrity)
  - Professional Expectations for UA Teacher Candidates (attached)

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  - District codes of conduct for faculty and staff
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- The University of Arizona standards for behavior (ABOR Code of Conduct, Threatening Behavior Policy, Non-Discrimination and Anti-Harassment Policy, Code of Academic Integrity) are available at the links provided above.

- The Professional Expectations for UA Teacher Candidates will be distributed and discussed at the outset of your program.

- School District codes of conduct for faculty and staff must be obtained from your assigned school or district.

Adherence to Standards

Successful completion of the teacher preparation program is dependent upon a student’s ability to meet the academic and behavior standards. If a student’s performance raises concerns about their ability to successfully complete the program, university or field-based professional educators in the program may initiate a Performance Concern Form. Depending on the seriousness of the issue, the student may be placed on a Professional Growth Plan, which identifies the steps for remediation, provides support, and establishes expectations that must be met. Possible consequences for not meeting the expectations in the Professional Growth Plan include removal from a course or clinical placement, a failing grade in a course, withdrawal from the teacher preparation program with the right to petition for readmission, or dismissal from the teacher preparation program. It is important to note that alleged violations of the ABOR Student Code of Conduct or the Code of Academic Integrity may lead to immediate removal from a course or field placement pending review, and alleged violations of the ABOR Student Code of Conduct will be referred to the UA Dean of Students Office.
Standards for Imposing Certificated Educator Sanctions

Consistent with A.R.S. §§ 15-203(20), the State Board of Education may impose disciplinary action upon a certificated individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Criminal Offenses

Pursuant to administrative code R7-2-1307 and ARS § 15-550, the Board shall revoke the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor
2. Incest
3. First-degree murder
4. Second degree murder
5. Manslaughter
6. Sexual assault
7. Sexual exploitation of a minor
8. Commercial sexual exploitation of a minor
9. A dangerous crime against children as defined in A.R.S. §13-604.01
10. Armed robbery
11. Aggravated assault
12. Sexual conduct with a minor
13. Molestation of a child
14. Exploitation of minors involving drug offenses

Upon notification that a certificated individual has been convicted of a nonrenewable offense, the Board shall revoke the certificate.

Unprofessional and Immoral Conduct

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents, or school personnel;
3. Adhere to provisions of the Uniform System of Financial Records related to use of school property, resources, or equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test or assessment.

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;
7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access pornographic, obscene, or illegal materials;
15. Engage in conduct which would discredit the teaching profession.

Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.

Resignation as an Unprofessional Act and Penalty: ARS §15-545

A certificated teacher shall not resign after signing and returning his contract, unless the resignation is first approved by the governing board. A teacher who resigns contrary to this section shall be deemed to commit an unprofessional act and, upon request of the governing board, shall be subject to such disciplinary action, including suspension and revocation of certificate, as the state board of education deems appropriate.

Failing to Report of Immoral or Unprofessional Conduct

Pursuant to ARS §15-514, any certificated person or governing board member who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of section 13-3620 (mandatory reporting) shall report or cause reports to be made to the department of education in writing as soon as reasonably practicable but not later than three business days after the person first suspects or receives allegation of the conduct.

The superintendent of a school district or the chief administrator of a charter school who reasonably suspects or receives a reasonable allegation that an act of immoral or unprofessional conduct that would constitute grounds for dismissal or criminal charges by a certificated person has occurred shall report the conduct to the department of education.

Failure to report information as required in ARS §15-514 by a certificated person constitutes grounds for disciplinary action by the state board of education.

A governing board member or school district employee who has control over personnel decisions and who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of ARS §§ 13-3620 and 15-514 shall not accept the resignation of the certificate holder until these suspicions or allegations have been reported to the State Board of Education.

Filing a Complaint against a Certificate Holder

The Investigative Unit may be reached at (602) 542-2972 or investigation@azed.gov

For Further Information: Call or Email
State Board of Education
(602) 542-5057 inbox@azsbe.az.gov Updated 10/28/16
Professional Expectations for UA Teacher Candidates

Teacher candidates are expected to:

- maintain or exceed the minimum grade point average in their respective programs
- earn the minimum required letter grades in program courses
- follow the academic program of study as prescribed by the program advisor
- abide by state, university, and school district professional, behavioral, and academic standards
- abide by FERPA requirements regarding student data and privacy
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- refrain from posting or sharing any minor’s images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
- have a professional appearance when on a school campus or at school-related events
- attend all required course and field-related events
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive on time and remain for the duration of scheduled classes and field experiences
- be fully prepared for scheduled classes and field experiences
- look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others’ differing perspectives in a professional and respectful manner
- accept and act upon reasonable criticism and feedback
- question and test their assumptions about teaching and learning
- separate personal and professional issues
- exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
- inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and handbook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media with students about any topic that is not directly school-related
- check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
- maintain organized and up-to-date records of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
**Orientation:**
Student given copy of *UA TPP Professional Standards*, with links to all applicable professional standards.
Student signs *UA TPP Professional Standards* indicating understanding of the standards and the consequences for failing to meet them.

**Concern is Initiated:**
May be initiated by UA Instructor, UA Staff, University Supervisor, Mentor Teacher
Concern may be submitted to the Program Director via phone call or email, but will subsequently be detailed via a *Performance Concern Form*

**Minor Performance Concerns:**
- Program Director/Site Coordinator meets with student to discuss the alleged concern and proposed remediation
- A *Response to Concern Form* is prepared and shared with student and relevant personnel

If the issue persists, student may be placed on a Professional Growth Plan

**Major Performance Concerns:**
- Program Director/Site Coordinator prepares a *Professional Growth Plan (PGP)* which outlines the alleged concerns, specifies the expectations which must be met and the support to be provided, as well as potential consequences for the student should it be deemed at a later date that the expectations have not been met
- Program Director convenes a Professional Growth Team to support the student
- Director and Team hold an initial meeting with student to discuss, sign and initiate the PGP.
- Director and Team hold a subsequent meeting to determine if expectations have been met.

If the student has not met the PGP expectations, the Program Director determines the appropriate consequence.

**Alleged Violations of ABOR Student Code of Conduct or Code of Academic Integrity:**
- Student may be immediately removed from field placement pending review.
- For alleged violations of ABOR Student Code of Conduct, student is referred to the Dean of Students Office.
- For alleged violations of the Code of Academic Integrity, Program Director conducts an appropriate review of the circumstances.
  [https://deanofstudents.arizona.edu/policies/student-disciplinary-procedures](https://deanofstudents.arizona.edu/policies/student-disciplinary-procedures)

**Possible Consequences:**
- Withdraws from course. Placed on PGP. Allowed to re-take course in future.
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future.
- Withdrawn from program. Must petition for readmission.
- Dismissed from program.

* All appeals follow the process outlined at: [https://catalog.arizona.edu/policy/grade-appeal](https://catalog.arizona.edu/policy/grade-appeal)
UA Teacher Preparation Programs

PERFORMANCE CONCERN FORM

Student Name:
College:
Program:

CONCERNS (Summarize the events/circumstances that necessitated this referral)

Describe the steps you have already taken to address this concern with the student.

Submitted by:  Date:
Position/Title:

Please return form to the Director of the program for which you are referring.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.
UA Teacher Preparation Programs  
PROFESSIONAL GROWTH PLAN

Student Name                       Date

_____ College of Education         _____ College of Agriculture & Life Science
_____ College of Science           _____ College of Humanities
_____ College of Fine Arts         _____ UA South College of Education

Professional Growth Team Members:

**STRENGTHS** *(Optional)*

**CONCERNS** *(Summarize any events/circumstances that necessitated the creation of this growth plan.)*

<table>
<thead>
<tr>
<th>Standards/Areas of Concern</th>
<th>Changes &amp; Expectations</th>
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</thead>
<tbody>
<tr>
<td>Learning Environment</td>
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<td>Measures</td>
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<tr>
<td>Support</td>
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<tr>
<td>Planning and Preparation</td>
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<tr>
<td>Measures</td>
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<td>Support</td>
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<tr>
<td>Instruction and Assessment</td>
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<td>Measures</td>
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<td>Support</td>
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<td>Professionalism and Growth</td>
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<tr>
<td>Measures</td>
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<tr>
<td>Support</td>
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<tr>
<td>Behavior Standards</td>
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<tr>
<td><em>(as delineated in the UA TPP Professional Standards document)</em></td>
<td></td>
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<tr>
<td>Measures</td>
<td></td>
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<tr>
<td>Support</td>
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</tbody>
</table>


In order for ______________________________ to successfully meet the expectations stated in this professional growth plan, she/he must satisfactorily fulfill the terms of the plan set forth in the measures portion of the instrument.

Action to meet the measures will begin on the date of this conference by the student and the Professional Growth Team members.

A subsequent meeting will be conducted with the student and Professional Growth Team Members to assess the student’s progress with regard to the expectations listed in this document and to ascertain if more or different support is warranted. This meeting is scheduled for_____________________________.

At any time prior to or after the meeting on____________, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by this document, a meeting will be called to discuss options for the future. The options may include but are not limited to:

- removal from course or clinical placement
- a failing grade in course (as determined by the course instructor)
- withdrawal from the teacher preparation program with the right to petition for re-admission*
- dismissal from the teacher preparation program

*If a petition is not submitted or is denied, the student will not continue in the program and, as a result, will not be recommended for certification.
UA/Teach Arizona Program Personnel

**Patty Stowers**, Teach Arizona Program Director
* Contact Patty at pstowers@arizona.edu or 520-331-2256 with questions re:
  - Program administration: admission, enrollment, tuition assistance, Grad Path

**Patricia Acosta**, Teach Arizona – Tucson Program Coordinator
* Contact Patricia at 66pacosta@arizona.edu or 520-248-0197 with questions re:
  - Oversees Field Experience in Tucson (placements, supervisors and internship)
  - Coordinates the Tucson Cohort

**Michael Lang**, Teach Arizona – Chandler Program Coordinator
* Contact Mike at mglang@arizona.edu or 480-458-7745 with questions re:
  - Oversees Field Experience in Chandler (placements, supervisors and internship)
  - Coordinates the Chandler Cohort

**Andrea Lauritzen**, Graduate Coordinator, Dept. of TLS
* Contact Andrea at andreal@arizona.edu
  - Liaison with the Graduate College re: admissions and program requirements

**Sara Knepper**, Student Services
* Contact Sara at sme@email.arizona.edu or 520-621-1350 with questions re:
  - Certification
  - Institutional Recommendations
  - UA job fairs, certification day

**Raul Gonzalez**, Director of the Arizona Teachers Academy
* Contact Raul at raul@arizona.edu with Academy questions

Email Communication

You need to establish a UA email address. All official UA communication will occur through this address. They will not use a personal email address. Dr. Stowers, Ms. Acosta, and Mr. Lang will also use your UA email address to send their correspondences.

Here are some expectations regarding email:
- Check your UA email account **DAILY**. Perhaps establish the account so that it will forward emails to your personal account so you don’t miss any important messages.
- If we request a reply, do so **IMMEDIATELY**.
- Create an “Inbox” folder for Teach Arizona email. **KEEP** all information emails there for future reference so you don’t need to ask us to re-send anything to you.
- Check your Spam/Junk folder daily. We often send bulk emails to all participants and those are sometimes blocked automatically.
UA Web Resources

Please acquaint yourself with the UA and College of Education web resources. Also acquaint yourself with UAccess and your Student Center account. You will be able to see the status of your course enrollments, your Bursar bill, and any notifications they are sending you.

Registration/Enrollment

The Department of TLS will enroll you in all of your classes during the course of the program. You will never need to enroll yourself. Keep in mind that registration cannot occur if you have any outstanding fees or registration holds due to Proof of Immunization requirements, etc.

Tuition

Tuition for Teach Arizona is $600 per unit, for residents and non-residents. Below is a chart of the tuition and an estimation of the fees during the program:

<table>
<thead>
<tr>
<th>Term</th>
<th>Units Enrolled</th>
<th>Teach Arizona – Distance Campus Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>12 units:</td>
<td>Tuition = $ 7,200</td>
</tr>
<tr>
<td></td>
<td>• Pre-Session = 3 units</td>
<td>Fee = $ 51</td>
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<tr>
<td></td>
<td>• Summer I = 6 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Summer II = 3 units</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>15 units</td>
<td>Tuition = $ 9,000</td>
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<tr>
<td></td>
<td></td>
<td>Fee = $ 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mileage Fee = $ 80</td>
</tr>
<tr>
<td>Spring</td>
<td>9 units</td>
<td>Tuition = $ 5,400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fee = $ 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mileage Fee = $ 80</td>
</tr>
</tbody>
</table>

* QTR Rates can be found at: [https://policy.arizona.edu/employmenthuman-resources/qualified-tuition-reduction](https://policy.arizona.edu/employmenthuman-resources/qualified-tuition-reduction)

We suggest you wait for your federal financial aid and other tuition assistance to load before paying your Bursar bill each session. However, be aware that **your tuition bill must be paid by the first day of classes** for the session to avoid late fees. If you pay your bill before your assistance loads, the Bursar will refund any over payment.

Financial Aid

Federal Loans & Grants: The Office of Scholarships and Financial Aid packages and disburses all loans and TEACH grants. They will notify you about this through your UAccess Student Center. Patty, Patricia and Mike cannot answer questions about federal financial aid and FAFSA forms. Please direct those
College of Education Scholarships/Graduate Tuition Scholarships: These scholarships were given based upon economic need (per the FAFSA information). They will be applied as reductions to your tuition and you will see them in your Bursar bill.

Arizona Teachers Academy: If you were selected for the Academy, those stipends will be applied as reductions to your tuition bill. Academy stipends will be processed each session after you have been enrolled, and they will cover your tuition and mandatory fees.

Arizona Teaching Fellows (Tucson only): If you were selected for the Fellows program, those stipends will be applied as reductions to your tuition bill. Fellows stipends are processed three times during the program (Summer I-$1000, January-$1000, March-$400, May-$400). Academy students who are part of the Fellows program will receive their stipend in addition to Academy funding.

Calendar – Dates/Times of Classes

The Programs of Study for Tucson and Chandler are delineated below. Please follow the information that is printed on these documents even if UAccess lists different course days/times!

People often ask about summer vacation options. The summer courses are very accelerated, so plan on readings and assignments each day. Check the Program of Study for dates and times of classes.

School districts start their school year before the UA begins its semester in the fall. Placements at your designated school may begin as early as mid-July. It is required for you to be part of those first days of school, so please plan your calendars accordingly.

During the Spring semester, since you will be student teaching, you will follow the school district calendar for holidays and breaks. Please note that you are expected to student teach until the end of the school district calendar, even though that is after the official end of the UA spring semester.

You will see on the Tucson Program of Study that Tucson students are divided into two cohorts based upon their content area:

- Cohort 1 = Math, Science, World Languages
- Cohort 2 = English, Social Studies
Teach Arizona – Tucson
2022-2023 Program of Study

**Presession:** (May 16 – June 4)

- EDP 558 – Educational Tests & Measurements (3 units)  
  M-F, 9:00-11:50  
  (Classes meet in person at Flowing Wells)

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**Summer I:** (June 6 – July 7)

- EDP 510 – Learning Theory in Education (3 units)  
  M-Th, 9:00-11:15  
  (Classes meet in person at Flowing Wells)
- SERP 500 – Introduction to Special Learning Needs (3 units)  
  Thursdays, 12:30-2:45  
  (Online work during the week, plus the Thursday class session held via Zoom)

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**Summer II:** (July 11 – August 10)

- TLS 516 – Structured English Immersion (3 units)  
  All coursework will be completed asynchronously. No class sessions. The instructor will provide you with a schedule for Zoom office hours.
- Classroom Management Workshop  
  July 25-29, 1:00-3:00 – taught via Zoom

* Note: Even though TLS 516 is taught virtually, you should NOT schedule vacations during this time. There will be a great deal of accelerated coursework, there will be a classroom management workshop, and you will need to begin your field internship at the school on the first day that teachers report back after the summer.

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**Fall:** (The TLS 593a Field Experience begins and ends on the first and last day of the site school calendar for teachers. All other UA courses begin August 22 and end Dec. 15)

- TLS 593a – Field Experience (6 units)  
  M-F, 7:30-12:00
- TLS 546 – Alternatives in the Secondary Classroom (3 units)  
  T (Cohort 2) or W (Cohort 1), 1:30-4:00
- TLS 535 – Content Area Literacy in a Multicultural School (3 units)  
  T (Cohort 1) or W (Cohort 2), 1:30-4:00

**Content Methods:** (Students take one only)

- TLS 527 – Social Studies Methods (3 units)  
  Th, 1:30-4:00
- TLS 533 – Science Methods (3 units)  
  Th, 1:30-4:00
- TLS 534 – Math Methods (3 units)  
  M, 4:15-6:45
- TLS 536 – World Languages Methods (3 units)  
  M, 4:15-6:45
- TLS 540 – English Methods (3 units)  
  M, 1:30-4:00

**Spring:** (The TLS 593b Student Teaching begins on the first day of public school in early January and ends on the last day of public school in late May. The other UA course begins January 11 and end May 11.)

- TLS 593b – Student Teaching (6 units)  
  M-F, 7:30-12:00
- TLS 539 – Recent Research on Teaching (3 units)  
  T, 1:30-4:00
Location of Tucson Classes

All university classes are held at Flowing Wells High School, rooms 52 & 53 (K-1, K-2).

Important: Do not park near the main high school entrance since our classrooms are located far from there.

Our assigned parking lot is near to the Flowing Wells District Office on 1556 W. Prince Road. You MUST park in the lot that is located to the east of the district offices (see map below). Do not park in the spaces on the north or south side of the district building as these are reserved for district personnel, parents and other visitors to the district offices. It is tempting to park there since it is the shortest walk to our classrooms, but we are guests at the high school and we need to make sure that we do not interfere with school functions.
Teach Arizona – Phoenix/Statewide
2022-2023 Program of Study

**Presession:** (May 16 – June 4)
- EDP 558 – Ed. Tests & Measurements (3 units)  
  Fridays, 9:00-11:50  
  (Online work during the week, plus Friday sessions taught in person in Chandler.)

**Summer I:** (June 6 - July 7)
- EDP 510 – Learning Theory in Education (3 units)  
  Fridays, 9:00-11:30  
  (Online work during the week, plus Friday sessions taught in person in Chandler.)
- SERP 500 – Intro to Special Learning Needs (3 units)  
  Thursdays, 12:30-2:45  
  (Online work during the week and Thursday Zoom sessions.)

**Summer II:** (July 11 – August 10)
- TLS 516 – Structured English Immersion (3 units)  
  Completed asynchronously online, with Zoom office hours.
- Classroom Management Workshop  
  July 25-29, 1:00-3:00 – taught via Zoom

*Note: Even though TLS 516 is taught virtually, you should NOT schedule vacations during this time. There will be a great deal of accelerated coursework, there will be a classroom management workshop, and you will need to begin your field internship at the school on the first day that teachers report back after the summer.*

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**Fall:** (The TLS 593a Field Experience begins and ends on the first and last day of the site school calendar for teachers. All other UA courses begin August 22 and end Dec. 15)
- TLS 593a – Field Experience (6 units)  
  M-F, approx.7:30-12:00
- TLS 546 – Alternatives in the Secondary Classroom (3 units)  
  Hybrid – Two Saturdays per month, 9:00-11:30
- TLS 535 – Content Literacy in a Multicultural School (3 units)  
  Hybrid – Two Saturdays per month, 12:30-3:00

**Content Area Methods:** (choose one)
- TLS 527 – Social Studies Methods (3 units)  
  Th, 1:30-4:00
- TLS 533 – Science Methods (3 units)  
  Th, 1:30-4:00
- TLS 534 – Math Methods (3 units)  
  M, 4:15-6:45
- TLS 536 – World Languages Methods (3 units)  
  M, 4:15-6:45
- TLS 540 – English Methods (3 units)  
  M, 1:30-4:00

**During the Fall semester, students participate in a half-day internship (TLS 593a) in the public schools every weekday. TLS 546 and TLS 535 have sessions on Saturdays twice a month and additional work completed online. Phoenix students attend those Saturday sessions in person, and statewide students join virtually. The Content Methods courses meet each week on a Monday or Thursday at the times listed above. Phoenix and Statewide students attend those Monday or Thursday sessions virtually.**

**Spring:** (The TLS 593b Student Teaching begins on first day of public school in early January and ends on the last day of public school in late May. The other UA course begins January 11 and end May 11.)
- TLS 593b – Student Teaching (6 units)  
  M-F, approx..7:30-12:00
- TLS 539 – Recent Research on Teaching (3 units)  
  Hybrid – Meets one Saturday per month, 9:15-11:45

**During the Spring semester, students participate in a student teaching internship during the morning hours in the public schools each day. TLS 539 is a hybrid course, with face-to-face sessions occurring monthly on Saturdays, and additional work completed online. Phoenix students attend those Saturday sessions in person, and statewide students join virtually.**
**Location of Chandler Classes**

During summer all face-to-face meetings will be held at the Chandler Community Center (125 E. Commonwealth). The UA offices and classrooms are on the 2nd floor. Parking is free in conveniently located South of the Chandler Community Center off of Boston Street.
Attendance

Students are expected to attend all UA classes and internship dates in the schools, as specified in the Program of Study. If an emergency arises and you need to miss:

- a UA class, this must be approved by the UA instructor
- time at your field internship/student teaching, you must provide timely notification to your mentor teachers, your UA supervisor, and either Patricia Acosta (for Tucson) or Mike Lang (for Chandler).

Professionalism

Any time that you are out in the public schools, you need to conduct yourself in a professional manner. Consider all interactions with UA/school/district personnel (including your mentor teacher) to be informal job interviews. These individuals are assessing you as a potential future teacher. They will prove to be instrumental in writing your letters of reference and/or assisting you in obtaining a teaching position upon graduation.

You will be issued a UA ID lanyard to wear each time you go out to the public schools for your internship or classes.

Please dress professionally. Business causal is the norm. Follow the accepted guidelines for teachers at your school site.

Our utmost concern is always student safety and a respect for the educational environment. Please follow security guidelines regarding parking passes, signing in, and obtaining visitor badges. Make sure that your classroom visits do not interfere with the learning process. We will discuss professional liability issues and Mandatory Reporting laws in the TLS 546 course in the fall.

Finally, students in all UA professional preparation programs are expected to meet a number of academic and behavioral standards, policies and requirements. Information about the national, state, university and school district standards for teacher candidates will be distributed in a separate document and discussed at Orientation. You will be asked to review the expectations/standards and sign a document acknowledging that you have read and agree to abide by them.
Internship/Student Teaching Hours and Expectations

One of the unique aspects of the Teach Arizona program is the opportunity to spend an entire school year in your school site with your mentor teacher and students. As mentioned previously, you are expected to begin your internship when the school year begins. Please make sure that you communicate with your mentor teacher regarding the report date for teachers. We also want you to attend the beginning-of-the-year faculty meetings and functions, get acquainted with the faculty and staff, and assist your teacher in preparing the classroom and materials for the first days of school. Teach Arizona student teachers are also expected to student teach until the end of the school year.

**Hours:** You will spend the **entire morning, each day**, at your assigned school site from the start of the school day until (approximately) noon. If you are in the Tucson cohort you will then travel to the school site where your cohort conducts its UA classes. Students in the Chandler cohort will have the afternoon to complete online course requirements and attend in-person classes on scheduled Saturdays.

**Tasks:** You and your mentor teacher will select two morning periods that you will eventually student teach. During those two periods, you should slowly phase into your teaching duties. Here is a suggested schedule:

**August/September:** Observe and take field notes; become acquainted with faculty and students; take attendance; learn school rules and policies; learn classroom rules and policies; review the course syllabus and textbook/resources; review your mentor teacher’s unit and lesson plans; observe your mentor teacher conduct discipline conferences and phone calls; grade some papers; record grades on the computer; complete paperwork for tardies, referrals, etc.; assist students during seat work; teach segments of lessons.

**October:** Create lesson materials such as handouts, quizzes, bulletin boards, review games, etc.; create unit and lesson plans with your mentor teacher; increase involvement with students during seat work; teach some lessons and conduct post-conferences about them with your mentor teacher; videotape yourself teaching; begin to take on some management and discipline tasks; participate in the completion of progress reports, quarter grades, etc.

**November/December:** Team-planning, team-teaching, and team-management with your mentor teacher.

**January-May:** Full student teaching responsibilities for those two classes.

**NOTE:** During the remainder of the required morning hours, the university students must:

- a) Conference with the mentor teacher
- b) Observe other teachers at the school site
- c) Observe other teachers at other school sites (during the fall semester only and with the mentor teacher’s knowledge/permission)
Student Teaching Placements

Patricia Acosta is arranging student teaching placements for the Tucson cohort and Mike Lang is arranging placements for the Chandler cohort. Once a potential placement site is determined, you will be sent the name of a person to contact. It is important that you contact this person quickly since we prefer to finalize placements before the end of the school year. We will ask you to go to the school site, meet the potential mentor teacher and discuss the placement. If you do not feel the placement is appropriate, please let us know. However, we ask you to carefully consider any location we send you to. It takes a great deal of effort to find a teacher who is a good mentor, who is willing to have a student teacher, and who is teaching courses in your subject area in the morning. As soon as your placement is finalized, make sure that you submit your signed Clinical Placement Agreement Form and the Supervising Practitioner Information Sheet to Ms. Acosta if you are in the Tucson cohorts and to Mr. Lang if you are in the Chandler cohort.

You will want to obtain information and materials from your mentor teacher. Spend the summer reviewing these materials. Explore the school/district website and become acquainted with the school calendar, bell schedule, district and school goals, demographics, etc.

Fingerprinting

To intern in the public schools, you must have a valid Arizona IVP Fingerprint Clearance Card. If you already have a card, please check the expiration date. It cannot expire prior to June, 2023. Once you have your card, you are required to show the actual card and give a photocopy of it to Ms. Acosta (Tucson) or Mr. Lang (Chandler). You will not be allowed to intern or student teach without it.

Certification

After you graduate from Teach Arizona, you can apply for an Arizona teaching certificate. The state of Arizona specifies the requirements for a Provisional Secondary Certificate on its website:

- Application: https://cms.azed.gov/home/GetDocumentFile?id=57a4d90caadebe130c51857a

In addition to your application and application fee, the state requires the following:

1. A valid Arizona IVP Fingerprint Clearance Card

2. An Institutional Recommendation (IR) from the University of Arizona
   - This will be issued to you when you complete Teach Arizona and your M.Ed. degree posts.
   - The Institutional Recommendation is only valid for ONE YEAR from date of issue. If you do not turn it into a teaching certification within a year, it will expire!
3. **Professional Knowledge Secondary Exam**
   - You must pass the NES Professional Knowledge Exam (NT052)
   - Information about the exam can be found at:
   - The information you need to pass this exam is taught in the summer and fall Teach Arizona courses.
   - **Plan to take the Professional Knowledge exam between November 2022-January 2023**

4. **Subject knowledge Exam**
   - You must pass at least one Subject Knowledge exam. In the rare case when there is no subject knowledge test for your content area, a minimum of 24 credit hours in the content will allow you to put that subject on your certificate as an approved area (ASL, Psychology, Sociology, etc.). Go to [https://cms.azed.gov/home/GetDocumentFile?id=57d1ecc9aadebe06f881c780](https://cms.azed.gov/home/GetDocumentFile?id=57d1ecc9aadebe06f881c780) for a list of Subject Knowledge Exams.
   - If you have a Bachelor’s Degree or higher in a content area, then you may not have to take a subject knowledge exam in that content area to be certified to teach it. Provide official (unopened) transcripts when you apply for your teaching certificate to show that you have a degree in the content area. To determine if a test is needed check the ADE subject exam waiver list [https://www.azed.gov/sites/default/files/2018/07/SME%20and%20SK%20Degree%20Matrix.pdf?id=5b3bea9b1deb2513c8cd3a82](https://www.azed.gov/sites/default/files/2018/07/SME%20and%20SK%20Degree%20Matrix.pdf?id=5b3bea9b1deb2513c8cd3a82)
   - In the state of Arizona, you can attempt to take and pass any content area exam. If you fail the test, you may take it again, though you will have to wait at least 30 days. If you pass the test, the state of Arizona will certify you to teach that area, even if you didn’t student teach in that content area and you don’t have 24 university units in that content area. However, other states may not accept the Arizona test – they may require college units or their own tests in the content.
   - **We encourage you to complete the Subject Knowledge Exam as soon as possible, but certainly by the end of December 2022.**
   - Always choose Arizona as a reporting state when you register for the test.
   - In some content areas, a middle grades test must be taken if you plan to teach at the middle school level. However, be aware that **middle grades tests can only be added to a secondary certificate that already has at least one secondary approved area** (ex: History, Government, Biology, etc.)
   - For those in the **English** field: Take the secondary English Language Arts NES. Those tests allow you to teach middle or high school English. You do not have to take the Middle Grades English Language Arts exam.
   - For those in the **Math** field: You have two options for math content exams. You can take either the Middle Grades and Early High School NT #105 exam or the Mathematics NT #304
exam. Both are acceptable for certification; NT 105 just limits what math subjects you can teach. You do not have to take the Middle Grades Mathematics exam.

- For those in the **Social Studies** fields: Take the secondary History NES, Political Science/American Government AEPA, Economics AEPA or Geography AEPA exam. (Being certified in only Geography or Economics is not as marketable – it is best to add History or Government as additional areas). If you want be eligible to teach middle school Social Studies, you may have to take the Middle Grades Social Science NES #202 exam – contact the district directly to get the answer. Also, the middle grades social science test can only be added to a secondary certificate that already has one of the secondary content areas listed above. This means you can’t just take the middle grades social science test and expect to get a secondary certificate. **There is a Social Sciences NES – we don’t know whether the districts will accept this – contact the district directly to get the answer.**

- For those in the **Science** fields: Take the secondary General Science NES, Biology NES, Chemistry NES, Physics NES or the Earth Science AEPA exam (there is an NES Earth Science exam, but the ADE prefers you take the AEPA Earth Science exam). The secondary General Science NES #311 exam covers grades 7-12th general science. However, if you have passed the Biology, Chemistry, Physics or Earth Science exams and you want to teach middle school science, you have to take the Middle Grades General Science NES #204 exam.

- Be aware that if you move to another state, that new state may require university course work to become certified in a content area. That state may not honor the Arizona subject certification exam. Each state has its own rules for teacher certification. If you plan to move to another state after graduation, we suggest you do two things:
  i. Obtain your Arizona teaching certificate because it is easier to get certified in another state if you move there with a valid teaching certificate from Arizona. Don’t delay on getting your Arizona certificate because your Institutional Recommendation from the UA expires one year after it is issued.
  ii. Research the department of education website of the state you are moving to and make sure you understand their rules for certification. Call that state if you need clarification.

5. **Arizona Constitution and U.S. Constitution course or exam**
   - You must show evidence of having passed a college course or the AEPA examination on both the Arizona and U.S. Constitution.
   - If you otherwise qualify for a secondary certificate but are deficient in Arizona and/or US Constitution, you have 3 years under a valid teaching certificate to fulfill the requirement. However, if you are teaching an academic course in History, Government, Social Studies, Citizenship, Law, or Civics, you have only 1 year to fulfill the requirement.
   - College classes that meet the requirement are available through Pima Community College, Northland Pioneer College, Rio Salado, and many other community colleges in Arizona. If you choose to take a class, make sure it is a combined class of US and Arizona Constitutions, otherwise you have to take two classes.
   - The other way to satisfy this requirement is to study and pass the AEPA exam on it. Check the AEPA website [http://www.aepa.nesinc.com/](http://www.aepa.nesinc.com/) for information.