

College of Education  
Professional Student Handbook  
2013-2014

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## COLLEGE OF EDUCATION DIRECTORY

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[http://coe.arizona.edu/pages/dep\\_aass/index.php](http://coe.arizona.edu/pages/dep_aass/index.php)

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## GENERAL INFORMATION

### Advising

Early Childhood Education and Elementary Education students receive all advising from the Office of Student Services.

Cross-categorical special education students receive advising from advisors in Student Services and professional and career advising from Dr. Betty Carlson in the Department of Special Education, Rehabilitation and School Psychology.

All early childhood, elementary and cross-categorical special education students should meet regularly with advisors throughout the program.

**It is your responsibility to meet degree or program requirements and complete all prerequisites.** If you need to make program changes after admission, you must have this approved by an academic advisor in Student Services.

To contact an academic advisor:

- Call 621-7865 or stop in at the College of Education, Room 247, to make an appointment.
- You can also e-mail the advisors directly:

Sara Yerger	<b>A-G</b>	<a href="mailto:sme@email.arizona.edu">sme@email.arizona.edu</a>
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## Financial Aid

To receive University of Arizona financial aid, visit [WWW.FAFSA.ED.GOV](http://WWW.FAFSA.ED.GOV). The College of Education manages several scholarships specifically for Education students. See our scholarship page at: <http://www.coe.arizona.edu/scholarships>. Occasionally, the college also distributes additional applications for scholarships funded by other organizations—watch the ED listserv. Completion of a scholarship application does not ensure receiving a scholarship.

## University General Catalog

**Undergraduates:** Be aware of the UA *General Catalog* year under which you were admitted. Degree requirements may vary from one catalog year to the next. <http://catalog.arizona.edu>.

## College of Education Listserv

The Office of Student Services communicates with education majors through the College listserv (Education Weekly Message). To receive information on program changes, important meetings, career opportunities, and other activities you must provide Student Services with a current University of Arizona email address. You will automatically be added to the ED listserv with the email you provided on your College of Education application. If you have a new UA email, please come by the counter in Student Services to fill out a form to have your information corrected.

**ALL REQUIRED MEETINGS, PAPERWORK DEADLINES AND CERTIFICATION INFORMATION IS POSTED TO THE ED LISTSERV. IF YOU MISS A REQUIRED MEETING BECAUSE YOU FAILED TO READ THE LISTSERV, YOU WILL NOT BE ABLE TO ADVANCE IN YOUR PROGRAM. THIS WILL DELAY YOUR GRADUATION. READ THE LISTSERV.**

## Leave of Absence

You may take a leave of absence from the College of Education for up to one year without reapplying. The University of Arizona requires that you complete a Leave of Absence form for up to two semesters of absence from the university.

## Internet Resources

The Web offers information on many topics of interest to education majors, including financial aid, teacher certification in other states, and free teaching tools.

- College of Education: [www.coe.arizona.edu](http://www.coe.arizona.edu).
- UA Career Services: <http://www.career.arizona.edu>
- American School Directory: <http://www.asd.com>
- Arizona Department of Education: <http://www.ade.state.az.us>
- Council of Great City Schools: <http://www.cgcs.org>
- Teaching Jobs <http://www.nationjob.com/education>  
<http://jobs.teachers.net/data/jobcenter>  
<http://www.k12jobs.com>  
<http://www.teachersplanet.com/home>

## TEACHER STANDARDS

### College of Education Teacher Preparation Program Premises

**A teacher should be a reflective professional.** Learning to teach is a career-long pursuit and teaching a complex act. Practices must be continuously examined and questioned, and teachers must be sensitive to the social contexts of schooling.

**Teaching should be a collaborative endeavor.** The Teacher Preparation Program relies on collaboration among faculty in the teaching majors and the College of Education. Students in the Teacher Preparation Programs collaborate in courses as they prepare to enter a profession where collaboration with colleagues is increasingly important.

**Teaching practices should be knowledge-based.** Both basic knowledge about teaching and special subject matter pedagogy are incorporated in education courses so that you'll learn teaching strategies based on research findings and sound theory.

**Teaching is a human endeavor.** Understanding and appreciating the multicultural nature of American society; the dynamics of sexism, racism, and cultural bias; and ways schooling can advance fair treatment are essential to teacher preparation. Potential teachers should also display kindness, empathy, and regard for the personal needs of others.

**Teaching should be linguistically and culturally appropriate.** College of Education courses emphasize the effects of culture on teaching, both by recognizing the culturally specific structures inherent in school curricula, texts, tests, and teacher/student interactions, and by exploring ways to alter traditional classroom materials, procedures, and participation structures to help children of different cultures learn. The bilingual education program prepares students to provide both first and second language instruction, emphasizing the fundamental role of first-language development in long term academic achievement and developing a healthy self-concept.

To learn more about Teacher Standards in Arizona, visit the [ADE website](http://www.ade.state.az.us/) at <http://www.ade.state.az.us/>.

## TEACHER PREPARATION PROGRAM ORGANIZATION

The Teacher Preparation Program provides the same sequential development for all students:

- A general understanding of teaching begins foundation courses in your first and/or second semester. You will spend a minimum of 45 hours in local schools, augmenting what you learn on campus by observing instruction, interviewing teachers and other school personnel, interacting with students, and assisting teachers.
- Depending on your major and specialization, you will spend the next one to two semesters in your field based classes. You will be assigned to a school for two to three semesters (the final semester is student teaching).
- **Grading**—Students entering the College of Education generally have a high grade point average based on their first two years of undergraduate education. Experience suggests that some high-achieving students feel frustration with the transition to a more performance-based criteria of assessment. The focus on *skills demonstration* in methods classes and practicum presents a different grading perspective. We expect that all students will meet the standards (C grade), some students will exceed the standards (B) and a few students will exhibit exemplary work (A).
- **Grade/Eligibility Requirements**—You must receive a **grade of C** or better in all professional education courses. If you do not receive a grade of C or better, you must retake the course(s) until you have attained a grade of C or better. You may have only one opportunity to retake a course. If you still have not attained a C or better after the second attempt, the College will encourage you to pursue an alternate educational plan.

You must **also** maintain a **cumulative GPA of 2.5** in the listed courses (professional courses) to continue to take College of Education courses. Receiving all “C’s” will not meet the 2.5 GPA requirement.

- You will also do student teaching, during which you will work in a school and will take total responsibility for instruction for at least four weeks. **Student teaching must be in a partner school district in the Tucson, Arizona, area.**

## TEACHER PREPARATION PROGRAM OVERVIEWS

### EARLY CHILDHOOD EDUCATION

The Early Childhood Education Teacher Preparation Program is for those who wish to teach ages birth – eight (pre-kindergarten – 3<sup>rd</sup> grade) in a regular classroom. Early Childhood education students must complete 44 semester hours in the College of Education, as well as additional courses in mathematics, science, and fine arts.

The professional courses for the Early Childhood Education Program are divided into three sequential segments. **You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to continue to take courses in the College of Education.**

Academic Concentration: Undergraduate elementary education majors must develop an academic concentration of 9 semester units. Academic concentration requirements vary according to the catalog under which you entered the university. Please consult with your academic advisor in Student Services.

Students in Early Childhood Education will take their first semester fall courses on campus. The next three semesters are in field sites, which include a pre-school and an elementary school. You will take professional education courses and student teach in both an elementary primary grade and a pre-school.

### ELEMENTARY EDUCATION

The Elementary Education Teacher Preparation Program is for those who wish to teach grades 1-8 in a regular, English as a Second Language or a bilingual classroom. Elementary education students must complete 44 semester hours in the College of Education, as well as additional courses in mathematics, science, fine arts, and physical education.

The professional courses for the Elementary Education Program are divided into four sequential segments. **You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to continue to take courses in the College of Education.**

Academic Concentration: Undergraduate elementary education majors must develop an academic concentration. Academic concentration requirements vary according to the catalog under which you entered the university. Please consult with your academic advisor in Student Services.

#### Endorsements

There are two Elementary Education Program Endorsements: Bilingual Endorsement and English as a Second Language (ESL) Endorsement. These endorsements are different from each other with regards to the Academic Concentration coursework, but students have the same Professional Coursework.

Students in the Elementary Education program will spend their first semester on-campus learning teaching foundations. Depending on the specialization area, students will then move off campus to an elementary school for two to three semesters to learn teaching methodologies.

### **Student Teaching**

During this student teaching semester, skills developed in the methods courses are expanded. You'll be assigned to a school for the semester. During that time you'll gradually assume increasing teaching responsibility, ultimately taking control of the class for at least four weeks. Student teaching must be completed in a partner school in the Tucson, Arizona, area.

## **CROSS-CATEGORICAL SPECIAL EDUCATION K-12**

The Cross-Categorical Special Education teacher preparation program prepares students for teaching individuals with mild to moderate retardation, emotional disability, specific learning disability, orthopedic impairment and other health impairments in a K-12 classroom setting.

**You must maintain a 2.5 GPA and receive a grade of "C" or better in all professional courses to continue to take courses in the College of Education.**

Students in the Special Education Cross-Categorical program will spend their first two semesters on-campus learning teaching foundations and special education foundations. Each semester students will be required to enroll in and complete a practicum. During the practicum, students will be assigned to a local school where they will observe and assist in a special education classroom.

### **Student Teaching**

During this student teaching semester, skills developed in the methods courses are expanded. Students will be assigned to a school for the semester and placed with a special education cooperating teacher. This may mean a cooperating teacher who is in an inclusion classroom, self-contained classroom, pull-out classroom, or a combination. Additionally, you may be placed in an elementary, middle or high school. We recognize that some students may want a more inclusive setting than others. **Students who are seeking a dual degree in elementary education and special education must complete two 15-week field experiences, one in an elementary classroom and one in a special education classroom.**

## **FIELD METHODS**

Students in all teaching programs take field methods courses preceding student teaching. The courses may be taken concurrently or with other professional education courses, depending on the specialization. Regardless, your last two to three semesters are a cohort. This arrangement has several advantages, including the opportunity to get to know a group of your colleagues on both personal and professional levels.

The rapport fostered by this experience is the beginning of the professional network which all teachers—especially new ones—need as they enter their classrooms. Students are encouraged to share ideas, knowledge, and experiences. Students also plan jointly for interdisciplinary teaching.

The field methods semester is scheduled at a school site Mondays through Thursdays. See your advisor for more information on application and graduation dates.

## **PREPARATION FOR BILINGUAL ENDORSEMENT**

An endorsement is a teaching expertise that can be added to a regular teaching credential. Preparation for Bilingual Endorsement is available in the College of Education Teacher Preparation Program. This endorsement is in demand and can increase the chances of employment.

Arizona and the Southwest have a rich cultural heritage. Cultural and linguistic resources abound in our communities and in our schools. Bilingual education, designed to teach children in their home language in addition to English, is an important part of many public schools.

The College of Education offers an undergraduate program in bilingual education. The program is **combined with the general elementary education cohort program**. This “Bilingual Option” includes an *additional* 18 semester units of coursework in Spanish. Fluency in Spanish (at the end of the program) is determined by the Spanish Language Proficiency Examination (see Testing, page 16). The following courses are required for Elementary Education majors pursuing a Bilingual Option:

- LRC 410 Foundations of Bilingual Education
- LRC 414 Reading and Writing in Bilingual Second Language Settings
- LRC 428 Bilingual Curriculum Development
- LRC 480 Children’s Literature
- SPAN 441 Children’s Literature in Spanish (prerequisite: SPAN 350\*) or SPAN 473 Spanish for the Classroom Teacher of Spanish \*\*
- The Bilingual Field Methods Semesters
- Student Teaching in a Bilingual Setting (12)

At this time, the bilingual program is designed for Spanish/English students. The Department of Language, Reading, and Culture offers other language options at the graduate level.

For prerequisites and the proper sequence of bilingual coursework, check with the College of Education faculty or Office of Student Services advisors. To receive state endorsement for Spanish/English bilingual education at either the elementary or secondary level, you must pass the Spanish Language Proficiency Examination (see Testing, page 11). The College of Education officially recommends students for the bilingual endorsement **only** if documentation of passing the Spanish Language Proficiency Examination is provided.

\*Prerequisite courses are Spanish 251/253, 323/325 and 330/333 or demonstrated proficiency at the appropriate level.

\*\*Prerequisite courses are Spanish 251/253 or Spanish 323/325 or Spanish 330/333 or demonstrated proficiency at the appropriate level.

## **STUDENT TEACHING**

Student teaching is the culmination of the Teacher Preparation Program. It gives students a chance to test theories, receive guidance, and develop competency under the supervision of school professionals. A successful student teaching program is built through the close cooperation of university supervisors, school principals, individual mentor teachers, and student teachers. We encourage you to contact the Field Experiences Office (621-5905) whenever you have questions about student teaching.

### **Student Teaching Application Meetings**

Student teaching application meetings will be held the semester before student teaching. Materials will include applications, eligibility forms, and other important information. Some programs hold application meetings at the Field Methods school sites.

### **Eligibility Requirements**

- You must have an Arizona IVP fingerprint clearance card to be eligible to student teach.
- You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to be eligible for student teaching.
- You must complete all degree requirements prior to student teaching. No student will be allowed to take courses required for his or her degree after student teaching. This is not petitionable.

### **Placement Guidelines**

- After student teaching applications have been completed and school districts have submitted lists of “available and qualified” cooperating teachers, the Director of Field Experiences will contact you with the potential placement information.
- You will make arrangements to meet your potential cooperating teacher and observe in the classroom. Interviews with principals may also be required.
- If it is a satisfactory potential placement, the principal of the school will contact the Director of Field Experiences to confirm your placement.
- The “Student Teaching Agreement Form” must be signed and returned to the Field Experiences Office before placements are confirmed.
- You may **not** teach in schools where your child attends.

## OTHER PROGRAM REQUIREMENTS

### **National Evaluations Series**

The assessment of teachers and administrators is implemented through the National Evaluations Series (NES). To be certified to teach in Arizona, all those who complete the UA teacher preparation program must pass the Professional Knowledge and Subject Knowledge portions of the NES.

[http://www.nestest.com/PageView.aspx?f=GEN\\_Arizona.html](http://www.nestest.com/PageView.aspx?f=GEN_Arizona.html)

### **Mid-Career Writing Assessment (MCWA)**

Students who have completed English 102, 104, 108 or 109H with a grade of **B or better** are not required to take the MCWA. Students whose grade in English 102, 104, 108 or 109H is a **C or lower** are required to pass the MCWA. The University of Arizona requires successful completion of the MCWA before you graduate. Please see your advisor in the College of Education if you have questions about this requirement.

### **U. S. and Arizona Constitutions**

Successful completion of coursework for U.S. and Arizona Constitutions is a graduation requirement for undergraduate students and an Arizona certification requirement for teacher certification. See your academic advisor if you have questions regarding this requirement.

### **Structured English Immersion (SEI)**

Teachers seeking certification must meet the SEI requirement of two 3-credit courses in structured English immersion theory and practice. An SEI endorsement is required for all teacher candidates in Arizona.

### **Spanish Language Proficiency Examination**

The state-mandated Spanish Language Proficiency Examination is required of all bilingual education students for teacher certification and in order to receive an Institutional Recommendation from the college. Contact Student Services for details or call 621-7256 to register for the exam.

## **PROFESSIONALISM CRITERIA**

The College of Education has a responsibility to the educational community to ensure that those it recommends to the State of Arizona for certification are worthy of joining the teaching profession. In order to make students aware of the expectations for completing the Teacher Preparation Program, the faculty has developed Professionalism Criteria.

All instructors and staff receive copies of desirable Academic Achievements and Human Characteristics and Dispositions at the beginning of the academic year; they are asked to assess students by these criteria throughout each semester. In December and May instructors are reminded to use the “Referral Form for Identification of Outstanding Teaching Preparation Students” and/or the “Referral Form for Teaching Preparation Student Concerns.”

The Professionalism criteria procedure allows the faculty to identify students who deserve recognition as well as those having difficulties that raise concerns about successfully finishing the program. Completed forms are sent to the assistant dean, who reviews them in consultation with a faculty advisory group.

### **Professionalism Criteria**

All students must demonstrate that they are prepared to teach children and young adults. This readiness comes from a combination of successful university coursework and possession of important human characteristics. All Teacher Preparation students are screened throughout the program by the criteria below. If these criteria are not met, students may be denied the opportunity to student teach. Without successful student teaching, the university does not recommend students for Arizona teacher certification.

### **Academic Achievement**

Student teachers must complete the professional sequence of coursework with a 2.50 grade point average in the teaching major and professional education coursework.

### **Human Characteristics and Dispositions**

#### *Personal and Professional Demeanor*

- Teachers must demonstrate positive personal hygiene.
- Teachers must dress appropriately for professional contexts.
- Teachers must demonstrate the personal interactive attributes required for successful teaching. These include openness to innovative ways of teaching, the ability to accept and act upon reasonable criticism, enthusiasm for working with colleagues, the ability to understand others’ perspectives about teaching, the ability to separate personal and professional issues, a positive attitude toward colleagues and students, a disposition to act for the benefit of students, and a perspective on teaching and learning that embraces ethnic, cultural, and developmental diversity.

#### *Cultural and Social Attitudes and Behavior*

- Teachers must respect peers, colleagues, and students.
- Teachers must look beyond themselves in their interactions with others and respect differences of race, ethnicity, social class, national allegiance, and cultural heritage.

- Teachers must work productively with their peers and colleagues.
- Teachers must be able to speak in a manner appropriate to the classroom
- Teachers must demonstrate positive social skills in professional and social interactions with peers, colleagues, and students.

#### *Cognitive Dispositions*

- Teachers must think analytically about educational issues.
- Teachers must be thoughtful and reflective about their own practices.
- Teachers must be flexible, open to new ideas, and willing to modify their beliefs and practices.
- Teachers must question and test their assumptions about teaching and schooling.

#### **Disability Accommodations**

Students with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities. It is the student's responsibility to inform the instructor at the beginning of enrollment in a course of any disability requiring accommodation. For more information, go to the [Disability Resource Center](#) website.

#### **Appropriate Attire**

Students participating in any field experience are expected to wear appropriate professional attire. What is culturally acceptable in the university environment may not be acceptable in the work setting. Students should not wear shorts, thong footwear, hats, and other casual clothing to their field site. Variations on this policy may be acceptable depending upon the planned educational activity.

## PROGRAM COMPLETION

### Field Methods & Student Teaching Eligibility

Early Childhood, Elementary and Cross-Categorical Special Education students must meet with their advisors in Student Services in the semester before their first off-campus semester to complete the field methods eligibility check. Students must also attend their respective REQUIRED meeting.

### University Application for Bachelor's Degree Candidacy (Senior Degree Check)

The University of Arizona awards degrees three times a year: in May, August, and December. Candidates for bachelor's degrees must file an application for Bachelor's Degree Candidacy with their College of Education Student Services advisor, according to the following schedule:

*If you will receive your degree in **May**, your application must be filed no later than: **February 1<sup>st</sup> of the intended semester.***

*If you will receive your degree in **December**, your application must be filed no later than: **September 1<sup>st</sup> of the intended semester.***

A nonrefundable \$50 fee is charged to your Bursar's account at the time of filing.

After you file your application, you must inform your advisor AND the graduation services advisor of the following:

- Any change in expected graduation date.
- Any change in curriculum (degree, major, minor, catalog, etc.).
- Any change in name, address, or telephone number.
- Any additional nonresident coursework (e.g., courses taken at another institution, correspondence courses, credit by examination); arrange for transcripts and records to be sent directly to your degree checker and verify that these documents are received by the Graduation Services Office.

### Degree Check Procedures

Your advisor may have done your degree check with your field methods check. You are always provided copies of paperwork submitted on your behalf. If your Degree Check has not been completed, contact Student Services to schedule an appointment with your advisor.

### Graduation

During your final semester you will receive an e-mail at your *university e-mail account* from the Office of Curriculum and Registration detailing graduation events. Caps and gowns are available in the UA Bookstore. The tassel for Education is light blue. You will receive College of Education Convocation information on the ED Weekly Message. **YOU MUST RSVP FOR THE COLLEGE CONVOCATION.**

You are not allowed to walk in the College of Education convocation ceremony until you have successfully completed student teaching. ***There are no exceptions.***

### Post-Baccalaureate Program Completion

Post-baccalaureate teacher certification students do not file for a degree check. However, the semester before student teaching, we recommend that you make an appointment with your Education academic advisor to review the final requirements for program completion. The college will issue an Institutional Recommendation only if you have completed all program requirements.

### Teacher Certification

For students in the teacher preparation program at the University of Arizona, College of Education, the requirements for certification are:

- a bachelor's degree
- completion of the teacher preparation program
- a passing score on the appropriate professional knowledge portion of the National Evaluations Series (NES)
- a passing score on the appropriate subject knowledge portion(s) of the National Evaluations Series (NES)
- IVP fingerprint clearance
- Appropriate fees.

The following steps will facilitate your certification process in Arizona:

1. **File for your senior degree check with your College of Education advisor in Student Services the semester before you intend to graduate** (undergraduates). The degree check process allows your academic advisor to verify that you have completed or registered for all courses necessary for you to meet graduation requirements.
2. Post-baccalaureate students should make an appointment with an advisor in the Office of Student Services for a pre-certification check-up.
3. Make sure you have a current Arizona IVP Fingerprint Clearance Card.
4. **Pass the appropriate professional knowledge and subject knowledge portions of the National Evaluations Series (NES)**. The purpose of the NES is to ensure that each certified teacher has the necessary knowledge to teach in Arizona public schools.

Students who complete a teacher preparation program at UA must pass the Professional Knowledge and Subject Knowledge portions of the NES to be initially certified to teach in Arizona.

We advise you to take the Professional Knowledge and Subject Knowledge tests after you have completed most or all coursework in your program other than student teaching.

4. **Complete the Institutional Recommendation/Application for Certification form** and return the form to Student Services in the College of Education. The Institutional Recommendation/Application for Certification will facilitate the certification process. The forms will be distributed at the mandatory meeting for student teachers early in the

semester you student teach and are available in the Office of Student Services. The signed Institutional Recommendation/Application for Certification will be mailed to you or may be picked up in Student Services approximately two weeks after graduation.

5. **Mail or deliver the signed Institutional Recommendation/Application for Certification form**, NES test results for the professional knowledge and subject knowledge portions of the test, fingerprint card, and the correct fees to the Arizona State Department of Education—Certification Unit:  
Phoenix Office: P. O. Box 6490, Phoenix, AZ 85005-6490  
Telephone: 602-542-4367

### **Violation of Laws**

Your eligibility for teacher certification may be affected by some infractions of the law. Early processing of fingerprints and the Institutional Recommendation is advised if have questions about your eligibility to teach in Arizona.

### **Requirements for Certification in Other States**

The Office of Student Services can guide you in obtaining information on certification for other states. It is easier to receive certification in one state if the applicant is already certified in another state. The College of Education **HIGHLY RECOMMENDS** that each program completer in a teaching program complete the certification process in Arizona, **REGARDLESS IF YOU PLAN TO STAY**.

### **Substitute and Emergency Certification**

Please refer to the [Arizona Department of Education](http://www.ade.state.az.us/certification/) website at <http://www.ade.state.az.us/certification/> for information on requirements for substitute certification and emergency certification.

## **OTHER OPPORTUNITIES FOR STUDENTS**

### **Future Teachers Club**

The Future Teachers Club is an organization for all students interested in careers in education. The club provides professional development opportunities, informational workshops and mentoring relationships. For more information, call Student Services at (520) 621-7865.

### **WordCats and MathCats**

WordCats and MathCats are College of Education programs designed to raise reading and math skills in young children. Students who are eligible for federal work-study and have an interest in working with children may be hired as tutors and are placed in K-8 classrooms. Tutors work with elementary students who can benefit from one-on-one support. Tutors usually work with one teacher and selected students. The College of Education offers training for WordCats and MathCats tutors at the beginning of each semester. The training continues under the guidance of school professionals, college faculty and graduate students.

For more information about WordCats and MathCats, call Joaquin Munoz at 520-626-5885.

### **HED 350 Student Outreach (3 credit hours)**

Interested in tutoring, mentoring, and being a role model to students at middle schools in the Tucson community? Students in HED 350 learn about issues of equity and access to college, and then apply and expand that knowledge through a service-learning experience at a middle school in the Tucson community.

## **JOB SEARCH**

The University of Arizona Career Services Office, located in the Student Union Memorial Building Suite 411, offers a variety of services designed to assist future educators with the implementation of their career plans and location of employment opportunities after graduation. For more information about our services, stop by, call 621-2588, or check out our website at [www.career.arizona.edu](http://www.career.arizona.edu).

### **Teacher Job Searching 101**

In a typical job market, you will find that except for specific high-demand teaching fields, most teaching candidates will not be employed immediately when they graduate. Because of the need to review budgets, possible contract negotiations, and other hiring decisions, administrators may wait until June, July or even August before making offers. What does this mean to you? It means you should develop a network, keep current on your skills and prepare early for the job search.

### **What to do as a teacher candidate**

Plan to enhance your skills and experiences beyond what are required in your program of study, (e.g., continue to volunteer at schools, develop networking contacts, create out-of-the-classroom learning opportunities, and strengthen your leadership skills by participating in student and professional organizations). Use this time to learn as much you can about school environments, school cultures and yourself.

As you progress through your course of study, start developing your résumé, organize a teacher credential file, and collect letters of reference. We also encourage you to develop an interviewing portfolio. Most importantly, develop and maintain an active network of your peers, faculty and others you work with. Active contact with your network will help you gain confidence, develop references and establish an information system for when your job search begins.

As your graduation approaches, we recommend that you develop an active self-directed job search. As a teacher job seeker, your self-directed job search should include self-initiated direct contact with the school districts of your choice, participation in employer-sponsored events and active participation in our job search services. To keep informed, watch the CoE listserv for information and updates and check out our website for information and updates.

### **What to do as a jobseeker**

Start with Career Services for job search resources and other options, stop by Student Union 411 or call 621-2588 to meet with a career counselor.

- Career counseling and e-mail based service assistance
- Resume and cover letter development and critiques
- Interview portfolio development

### **Pick up a Teacher Job Search Packet**

Career Services has a Teacher Job Search packet ready for UA teacher candidates and alumni who are ready to begin their job search. The packet is filled with many job search tools including the American Association of Employment in Education (AAEE) “Teachers Job Search Guide.”

**Sign up for the Resume Referral Service**

This service assists employers and teacher job candidates in making contact with one another. For more information please come to the [Career Services Office](#), Student Union 411.

**Search for jobs on Wildcat JobLink**

We also encourage you to actively search our web-based job listing Wildcat JobLink. This service allows you to search and apply for employer job openings across the country.

**Explore Career Search**

Career Search is an online database of over one million employers. Make contact with the school district of your choice. Just search education by geographical location. Your search will return contact information along with a short profile on the school district. To access Career Search go to Career Services website [www.career.arizona.edu](http://www.career.arizona.edu).

**Stop by the Career Information Center**

Located in the UA Career Services Office is a job search section for educators which includes up-to-date employer directories, information on teaching abroad, complete information on teacher certification and alternative teacher certification for all 50 states.

**Attend the Teacher Career Fair**

The primary interviewing season for teachers is Spring Semester when school districts are actively recruiting. To meet this important timeframe, Career Services offers the Education Career Day, an educator's job fair in the spring. Graduating students interested in careers in education will have opportunities to interview with potential employers.

**Attend the Round-Up Education Job Fair**

A joint service of UA, ASU and NAU, this is a summer event and provides teaching candidates a final time to interview with employers before school begins.