



Program Guidebook
2017-2018

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Program Overview

Teach Arizona is a graduate-level teacher certification program. Students enter the program having completed approximately 24 units in their teaching content area. During the program, they complete courses required for both a master's degree and a secondary teaching certificate. The course work and field internship are completed concurrently so as to integrate theory and practice. The year-long, half-day internship also allows students to experience a full year at their assigned public school sites.

Teach Arizona Program Directors

Dr. Patty Stowers
pstowers@email.arizona.edu
Phone: 577-6929
College of Education, Room 702a

Dr. Barry Roth
roth@email.arizona.edu
Phone: 205-0285
College of Education, Room 702b

Chandler Program Coordinator

Mr. Michael Lang
mglang@email.arizona.edu
Phone: 480-458-7745

Frequently Asked Questions

1. When do the UA courses meet and what are the students learning?

The Program of Study for both the Tucson and Chandler programs are delineated on pages 5 and 6 of this packet. Course syllabi will soon be available online at our website (Teach.Arizona.edu) by clicking on the course titles in the Program of Study.

2. When are the students supposed to report to their school sites?

Teacher Candidates spend the entire morning, Monday-Friday, at their assigned school sites. The fall internship officially begins on August 21. However, Teacher Candidates are encouraged to attend as many beginning-of-the-year activities at their school sites as their UA summer school schedule permits. Specific dates and times are listed on page 18 of this packet.

3. Must the Teacher Candidate spend the entire morning with their assigned Supervising Practitioner?

No. The Teacher Candidate will be assigned to two of the Supervising Practitioner's classes. During those periods the Teacher Candidate should be with the Supervising Practitioner. The remainder of the morning should be spent observing teachers and/or completing internship tasks. These tasks vary depending upon whether it is the fall or spring semester. More information is on pages 18-20.

4. Does the Teacher Candidate spend the entire day at the school site (like they do in traditional student teaching programs)?

No. Traditional programs have a full-day internship for one semester --- Teach Arizona has a half-day internship for an entire school year. Teach Arizona students take university courses in the afternoons. During the spring semester, however, Teacher Candidates are expected to attend faculty, department, IEP meetings, etc., as listed on pages 18.

5. Does the Teacher Candidate spend the entire fall semester simply observing the supervising practitioner?

No. You and your Teacher Candidate will create a "Phase-In Plan" for transitioning the Teacher Candidate into the duties of a teacher. During the course of the fall semester, the Teacher Candidate will transition from observer to team-teacher. The Program Supervisor, Supervising Practitioner and Teacher Candidate should communicate frequently in the fall semester to determine whether the phase-in plan is progressing appropriately. More information is on pages 18-20.

6. When does official student teaching begin?

The Teacher Candidates follow the public school calendar and begin student teaching on the first day of school early in January. They continue through the last day of school for their assigned school site. See page 18.

7. Can the Teacher Candidate substitute teach for the supervising practitioner or other teachers at the school site?

Yes, if the Teacher Candidate chooses to and if certain guidelines are followed. See page 21.

8. Can the supervising practitioner leave the Teacher Candidate alone in the classroom?

A Teacher Candidate may NOT be left alone with students during the fall semester. During the spring semester, please follow individual district policies. See page 22.

9. When and how much do I get paid?

Supervising Practitioners are paid a total of \$650. More information is on page 24.

Teach Arizona – Tucson 2017-2018 Program of Study

Pre-session: (May 15 – June 3)

ED P 558 – Educational Tests & Measurements (3 units) M-F, 9:00-11:50 (EDUC Rm. 349)

Summer I: (June 5 – July 6)

ED P 510 – Learning Theory in Education (3 units) M-F, 9:00-10:45 (EDUC Rm. 349)

SERP 500 – Introduction to Special Learning Needs (3 units) M-F, 1:00-2:45 (EDUC Rm. 318)

Summer II: (July 10 – August 9)

LRC 535 – Content Area Literacy in a Multicultural School (3 units) Monday-Thursday, 1:00-3:15 (EDUC Rm. 353)

****NOTE: Do not plan to take an out-of-town vacation between the end of the Summer II session and the beginning of the Fall session. You will have Teach AZ requirements during that time. Consult your site school calendar to determine the date on which teachers are expected to report to their assigned school sites.**

Fall: (The TTE 593 Internship begins on 1st day of public school calendar in August and ends Dec. 7. It occurs at the assigned school site. All other UA Courses begin August 21 and end Dec. 14. All courses are taught at Flowing Wells High School.)

TTE 593a – Field Experience (6 units)

M-F, 7:30-12:00

TTE 536 – Alternatives in the Secondary Classroom (3 units)

M (Cohort 2) or W (Cohort 1), 1:00-3:30

LRC 516 – New SEI Course (3 units)

M (Cohort 1) or W (Cohort 2), 1:00-3:30

Content Methods: (Students take one only --- Courses taught at Flowing Wells HS)

TTE 523 – Science Methods (3 units)

Th 1:15-3:45 (and other afternoon observations)

TTE 524 – Math Methods (3 units)

T 4:15-6:45 (and other afternoon observations)

TTE 526 – World Languages Methods (3 units)

Th 4:15-6:45 (and other afternoon observations)

TTE 527 – Social Studies Methods (3 units)

Th 1:15-3:45 (and other afternoon observations)

TTE 540 – English Methods (3 units)

T 4:15-6:45 (and other afternoon observations)

Spring: (The TTE 593 Internship begins on the first day of public school in early January and ends on the last day of public school in late May. It occurs at the assigned school site. All other UA Courses begin January 10 and end May 10. TTE 539 will be taught at Flowing Wells High School.)

TTE 593b – Student Teaching (6 units)

M-F, 7:30-12:00

TTE 539 – Recent Research on Teaching (3 units)

Th, 1:30-4:00

Teach Arizona – Chandler **2017-2018 Program of Study**

Pre-session: (May 15 – June 3)

ED P 558 – Ed. Tests & Measurements (3 units)	Fraturdays, 9:00-11:30
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Summer I: (June 5 - July 6)

ED P 510 – Learning Theory in Education (3 units)	Fraturdays, 9:00-11:30
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SERP 500 – Intro to Special Learning Needs (3 units)	Fraturdays, 12:30-3:00
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Summer II: (July 10 – August 9)

LRC 535 – Content Literacy in a Multicultural School (3 units)	Fraturdays, 12:30-3:00
--	------------------------

Summer courses are taught in a hybrid format. There will be weekly face-to-face class sessions on Fraturdays in Chandler, with other work being completed online. * Note there may be some additional face-to-face sessions for EDP 558 if necessary.

Do not plan to take an out-of-town vacation between the end of Summer Session II and the beginning of the Fall Session. You will have Teach AZ requirements during that time. Consult your site school calendar to determine the date on which teachers are expected to report to their assigned school sites.

Fall: (August 21 - Dec. 14)

TTE 593a – Field Experience (6 units)

TTE 536 – Alternatives in the Secondary Classroom (3 units)

LRC 516 – New SEI Course (3 units)

Content Area Methods – one only (3 units)

TTE 523 – Science Methods	Th 1:15-3:45 (and other afternoon observations)
TTE 524 – Math Methods	T 4:15-6:45 (and other afternoon observations)
TTE 526 – World Languages Methods	Th 4:15-6:45 (and other afternoon observations)
TTE 527 – Social Studies Methods	Th 1:15-3:45 (and other afternoon observations)
TTE 540 – English Methods	T 4:15-6:45 (and other afternoon observations)

During the Fall semester, students participate in an internship during the morning hours in the public schools each day. The other UA courses are taught in a hybrid format. Face-to-face meetings for TTE 536 and LRC 516 will be held twice a month on Saturdays in Chandler, with additional work being completed online. The Content Methods courses will include online work plus “telepresence” sessions with the Tucson students that will occur on some weekday afternoons. Please check the schedule above to determine the weekday afternoon that you need to keep free. A calendar with specific “telepresence” dates will be distributed by your Content Methods instructors on the first class session in the fall.

Spring: (The TTE 593 Internship begins on 1st day of public school in early January and ends on the last day of public school in late May. Other courses are in session Jan. 10 - May 10)

TTE 593b – Student Teaching (6 units)

TTE 539 – Recent Research on Teaching (3 units)

During the Spring semester, students participate in a student teaching internship during the morning hours in the public schools each day. TTE 539 is taught in a hybrid format. There will be monthly meetings on Saturdays in Chandler, with additional work being completed online.

College
of
Humanities



College of Agriculture & Life Sciences



cfa COLLEGE OF FINE ARTS

UASCIENCE
THE UNIVERSITY OF ARIZONA
COLLEGE OF SCIENCE

ARIZONA'S FIRST
College
of
Education
THE UNIVERSITY OF ARIZONA

THE UNIVERSITY OF
ARIZONA SOUTH

The University of Arizona *Teacher Preparation Programs Professional Standards*

Overview

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, are worthy to join the teaching profession. In order to communicate the expectations for students, the faculty has adopted the **InTASC Standards**, which the Arizona Department of Education (ADE) will be using as professional teaching standards. “The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.” More information on the InTASC Standards can be found at: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. In addition, the University of Arizona Teacher Preparation Program Professional Standards include the **National Educational Technology Standards** created by the International Society for Technology in Education (ISTE NETS•T). More information can be found at: http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx Finally, the University of Arizona Teacher Preparation Professional Standards include additional standards specific to our programs.

Upon admission to a Teacher Preparation Program (TPP), students receive a copy of the *TPP Professional Standards* and the related referral forms. The *TPP Professional Standards* are the expectations for University of Arizona students who plan to become teachers. All students in any TPP at The University of Arizona are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the *TPP Professional Standards* are used throughout the certification program from admission to graduation, some criteria will be more relevant when students are in fieldwork and some when students are completing coursework. The areas that the *TPP Professional Standards* address are (I) Learner and Learning, (II) Content Knowledge, (III) Instructional Practice, (IV) Professional Responsibility,

(V) Educational Technology, and (VI) additional academic and professional standards specific to the University of Arizona.

UA students, faculty, staff, and supervisors, as well as supervising practitioners involved with teacher preparation programs are provided copies of the *TPP Professional Standards*. As needed or required by each TPP, both UA and field-based professional educators may initiate the referral form for “*Identification of Students Exhibiting Outstanding Performance*” and the referral form for “*Identification of Students with Performance Concerns*.” These referral forms allow the programs to identify students who display outstanding knowledge, skills, and dispositions that deserve recognition. The procedure is also used to identify students whose performance is raising concerns about their ability to successfully complete the program. Students with performance concerns may be placed on a *Professional Growth Plan*, with completion of the program dependent on successful adherence to the plan. Student appeals of this process must follow university policy.

Professional Standards

I. The Learner and Learning

- ***InTASC Standard #1:*** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ***InTASC Standard #2:*** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- ***InTASC Standard #3:*** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

II. Content

- ***InTASC Standard #4:*** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- ***InTASC Standard #5:*** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

- ***InTASC Standard #6:*** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- ***InTASC Standard #7:*** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- ***InTASC Standard #8:*** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

- ***InTASC Standard #9:*** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- ***InTASC Standard #10:*** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

V. Educational Technology

- ***NETS·T #1:*** Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- ***NETS·T #2:*** Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS·S.
- ***NETS·T #3:*** Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- ***NETS·T #4:*** Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- ***NETS·T #5:*** Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

VI. University of Arizona Standards for Teacher Candidates

In addition to the InTASC and ISTE NETS·T Standards, teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families and community members, including through all forms of social media;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;

- maintaining or exceeding the minimum grade point average in their respective programs:
 - **CoE - Elementary Education Teacher Preparation Program**
 - 2.5 G.P.A. teaching major, 2.5 G.P.A. in general coursework
 - **CoE - Severe and Multiple Disabilities Master's Program**
 - 3.0 G.P.A.
 - **CoE Cross Categorical Special Education Teacher Preparation Program**
 - 2.5 G.P.A.
 - **CoE Cross - Categorical Special Education Master's Program**
 - 3.0 G.P.A.
 - **CoE Teach Arizona Master's Program**
 - 3.0 G.P.A.
 - **CoS - Secondary Mathematics Education Program**
 - 2.0 G.P.A. in mathematics major, 2.5 G.P.A. in mathematics education
 - **CoS - Science Teacher Preparation Program**
 - 2.5 G.P.A. in science or science education major
 - **CoA&LS - Agricultural Education Program**
 - 2.0 G.P.A.
 - **CoFA - Music Education Program**
 - 3.0 GPA in music major, 3.0 overall GPA, successful performance of "Capstone Senior Recital" on major instrument
 - **CoFA - Art and Visual Culture Education Program**
 - 3.0 GPA in art major, 3.0 overall GPA, successful completion of Portfolio Review
 - **CoH - M.A. in Classics with Secondary School Latin Teaching Certification**
 - 3.0 GPA, successful completion of Action Research project
 - **CoH - M. A. in German Studies with Secondary School Teaching Certification**
 - 3.0 GPA
 - **UA South - Elementary Education Teacher Preparation Program**
 - 2.5 GPA
 - **UA South – M. Ed. in Secondary Education**
 - 3.0 GPA

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.

Field Internship Eligibility and Placement

Eligibility Requirements

Teacher Candidates must have a current Arizona Department of Public Safety IVP fingerprint clearance card to be eligible for field experiences and to student teach. A copy of the clearance card MUST be on file with the Teach Arizona Co-Directors.

Policy Regarding Placements

It is a College of Education policy that Teacher Candidates not be placed in schools where their child or relatives attend or work. The Teach Arizona Co-Directors and the Chandler Program Coordinator will work with the school district administrators to place Teacher Candidates with Supervising Practitioners who hold a valid Arizona teaching certificate, have a minimum of three years of teaching experience in the content area, have a minimum of one year of teaching experience at their current school and meet all other school or district requirements for Supervising Practitioners. Teacher Candidates do not coordinate their own placements.

Disability Accommodations

Teacher Candidates 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.

Nondiscrimination and Anti-Harassment Policy

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-sponsored activity, please contact the University's Office of Institutional Equity, 520-621-9449, equity.arizona.edu.

Policy for Teacher Candidate Dismissal/Reassignment

The University of Arizona Teacher Preparation Programs have adopted a consistent set of procedures for monitoring the progress of Teacher Candidates throughout the certification program. On the next page is a flow chart delineating these procedures. The process allows both UA and field-based professional educators to identify Teacher Candidates whose performance is raising concerns about their ability to successfully complete the program, and to assist the Teacher Candidate in addressing the concerns.

During the field internship, Program Supervisors or Supervising Practitioners who have concerns about a student may initiate the referral form for “*Identification of Students with Performance Concerns.*” These referrals are to be submitted to the Teach Arizona program directors.

The Teach Arizona Program Directors will determine how to respond to the referral. For minor concerns, the Program Directors will meet with the Teacher Candidate to discuss the concerns and the steps that need to be followed to address them. The directors will prepare a *Response to Referral* to summarize that meeting.

When major or repeated concerns have been raised, the Program Directors may decide to convene a Professional Growth Team to meet with the Teacher Candidate and initiate a signed *Professional Growth Plan* that specifies the expectations that must be met, as well as the options for the Teacher Candidate should it be deemed at a later date that the expectations have not been met. Completion of the certification program is dependent on successful adherence to the *Professional Growth Plan*.

In certain circumstances, a Teacher Candidate may be moved to a second student teaching assignment. If a Teach Arizona Teacher Candidate is reassigned, any existing *Professional Growth Plan* will be shared with the potential new Supervising Practitioner, and the second assignment is considered a final assignment.

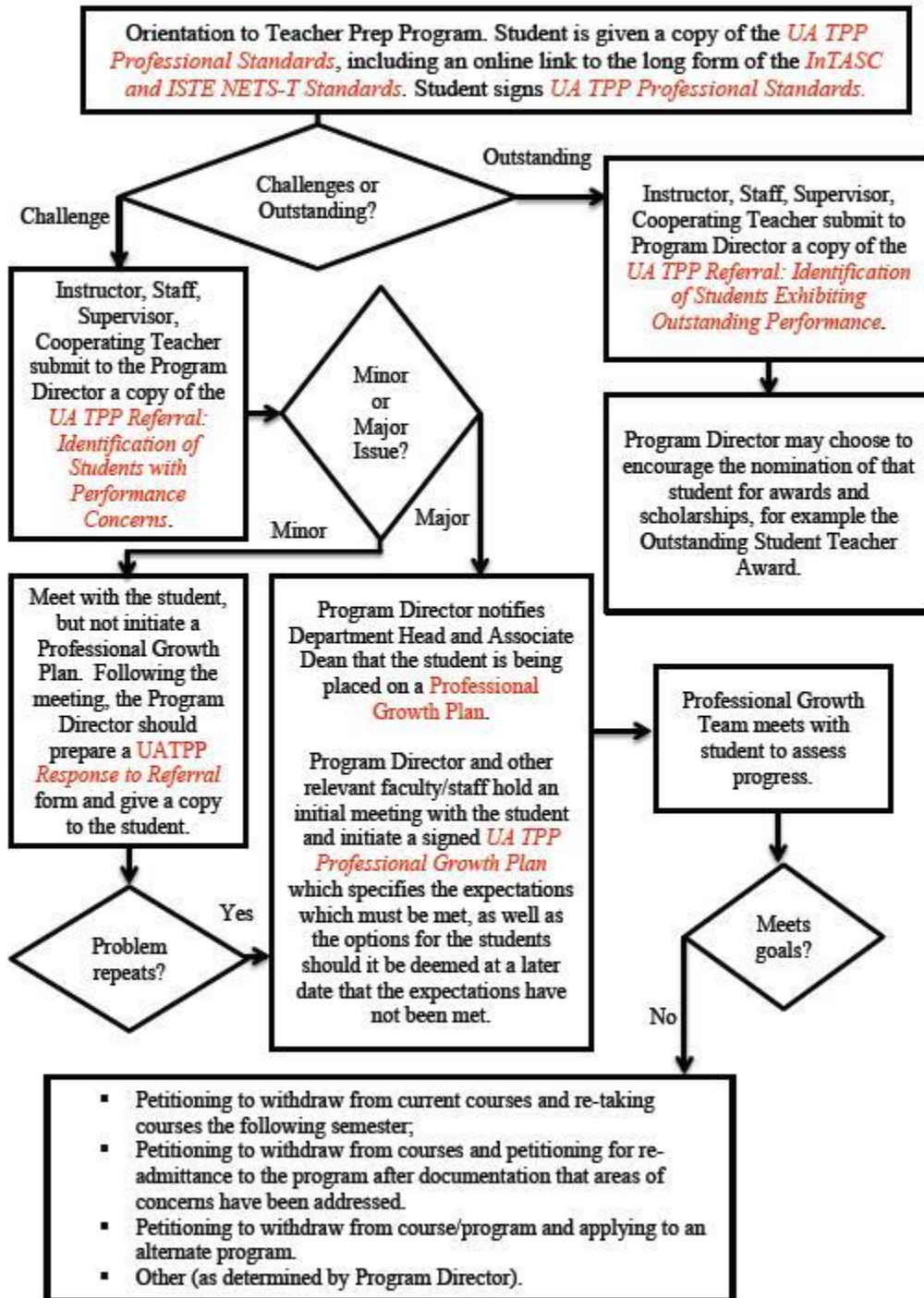
Student appeals of this process must follow university policy.

The following forms are included in subsequent pages of this Program Guidebook and also can be found on the College of Education Professional Preparation website:

http://www.coe.arizona.edu/due_process

- **Due Process Flow Chart**
- **Referral: Indication of Students with Performance Concerns**
- **Response to Referral**
- **Professional Growth Plan**

UA TPP Due Process Flow Chart



UA Teacher Preparation Programs
Referral
Identification of Students with Performance Concerns

(Both UA and field-based professional educators may initiate this form)

College of Education

- Elementary Education Teacher Preparation Program
- Early Childhood Education Teacher Preparation Program
- Severe and Multiple Disabilities Master's Program
- Cross-Categorical Special Education Program
- Cross-Categorical Special Education Master's Program
- Deaf and Hard of Hearing Education
- Teach Arizona Master's Program

College of Fine Arts

- Music Education Program
- Art and Visual Culture Education Program
- Theatre Education Program

College of Science

- Secondary Mathematics Education Program
- Science Teacher Preparation Program

College of Agriculture and Life Sciences

- Agricultural Education Program

College of Humanities

- MA in Classics with Sec School Latin Certification
- MA in German Studies with Sec School Certif.

University of Arizona South

- Elementary Education Teacher Preparation Program
- M. Ed. in Secondary Education

Concern(s) (may be more than one area):

- Learner and Learning
- Content
- University of Arizona Standards for Teacher Candidates
- Instructional Practice
- Professional Responsibility

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

Response to Referral

Student name:

College of Education

- Elementary Education Teacher Preparation Program
- Early Childhood Education Teacher Preparation Program
- Severe and Multiple Disabilities Master's Program
- Cross-Categorical Special Education Program
- Cross-Categorical Special Education Master's Program
- Deaf and Hard of Hearing Education
- Teach Arizona Master's Program

College of Fine Arts

- Music Education Program
- Art and Visual Culture Education Program
- Theatre Education Program

College of Science

- Secondary Mathematics Education Program
- Science Teacher Preparation Program

College of Agriculture and Life Sciences

- Agricultural Education Program

College of Humanities

- MA in Classics with Sec School Latin Certification
- MA in German Studies with Sec School Certif.

University of Arizona South

- Elementary Education Teacher Preparation Program
- M. Ed. in Secondary Education

Relevant area (may be more than one area):

- | | |
|---|--|
| <input type="checkbox"/> Learner and Learning | <input type="checkbox"/> Instructional Practice |
| <input type="checkbox"/> Content | <input type="checkbox"/> Professional Responsibility |
| <input type="checkbox"/> University of Arizona Standards for Teacher Candidates | |

Met with student on:

Next steps:

Director:

Date:

Student signature if needed:

Date:

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 Science
_____ College of Fine Arts

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

Professional Growth Team Members:

STRENGTHS

CONCERNS AND EXPECTATIONS

In order for _____ to successfully complete _____, she/he must meet all of the following expectations by _____.

The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

Standards of Concern	Changes & Expectations
<u>Learner & Learning</u>	
<u>Content Knowledge</u>	
<u>Instructional Practice</u>	
<u>Professional Responsibility</u>	
<u>Educational Technology</u>	
<u>University of Arizona Standards for Teacher Candidates</u>	

Failure to implement any of the above expectations will lead to the student's removal from her/his course, field experience, internship, or student teaching. As a result, the student may be unable to complete the program.

On _____ a meeting will be scheduled with the student and Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the student will continue in the program.

At any time prior to or after the second scheduled meeting, 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 inform the student that she/he will not be able to continue in the program.

If the student is unable to complete the course, field experience, internship, or student teaching the changes and expectations, the student must meet with the Program Director and schedule an advising appointment to discuss options for the future. The options may include but are not limited to:

- Petitioning to withdraw from current courses and re-taking courses the following semester;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course/program and applying to an alternate program.
- Other

If a petition is not submitted or is denied, the student will not pass the current course(s), will not continue in the program, may not be allowed to petition for re-admittance to the program, and as a result will not be recommended for certification.

SIGNATURES

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

I have read and been given a copy of this document. Any comments I have are attached.

Student

Date

As of _____, the student has successfully met the expectations delineated in this Professional Growth Plan.

SIGNATURES

Program Director

Field Placement Hours/Dates

Supervising Practitioners and Teacher Candidates, please direct any questions you may have regarding the site internship to:

- Tucson Program: Dr. Barry Roth (roth@email.arizona.edu, 520-205-0285)
- Chandler Program: Mr. Michael Lang (mglang@email.arizona.edu, 480-458-7745)

Hours

Fall Semester Field Experience: Monday-Friday. Teacher Candidates should arrive 15 minutes prior to the beginning of first period and stay until approximately noon to give them time to eat lunch and travel to their afternoon UA classes. The exact departure time depends upon the bell schedule at the school site.

Spring Semester Student Teaching: Monday-Friday, same hours as the fall. Plus, Teacher Candidates are also expected to attend lunchtime or after-school activities such as department meetings, faculty meetings, and parent or student conferences that do not directly conflict with the one university course that meets in the spring.

Teacher Candidates must notify the Supervising Practitioner about internship absences as far in advance as possible. Dr. Roth (Tucson) or Mr. Lang (Chandler) must also be notified.

Dates

Fall Semester: During this semester, the Teacher Candidates will follow the University of Arizona calendar for holidays as well as for the beginning and end dates of the internship. Site observations will officially begin on August 21 and end on December 6. However, Teacher Candidates are encouraged to attend as many beginning-of-the-year activities as possible prior to August 21, and they are encouraged to stay beyond December 6, depending upon their final exam schedules.

Spring Semester: During this semester, the Teacher Candidates 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.

Professionalism

Teacher Candidates are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the professional standards and with the climate of the school. To ensure the safety of teachers and students, schools have procedures regarding visitors. Teacher Candidates should adhere to policies regarding visitors on campus, and obtain appropriate faculty ID cards and parking passes.

During the fall semester, the Teacher Candidates will take field notes during classroom observations. The learning time of the students is the first priority, so Teacher Candidates should be careful not to disrupt instructional time. Also, the privacy of teachers and students must be protected. Full names of students and teachers will not be used in field notes, and notes should be kept secure at all times.

Fall Semester Responsibilities

The Teacher Candidates will spend the entire morning at the school site. They will be assigned to their Supervising Practitioner for two class periods. Below is a description of their responsibilities during those two periods, as well as suggestions for how the remainder of the morning should be spent:

Assigned Morning Class Periods:

The Teacher Candidate and Supervising Practitioner will select two morning periods which the Teacher Candidate will eventually student teach in the spring. As the fall semester progresses, the Teacher Candidates should gradually assume some management, planning and teaching duties with those two classes. The semester should begin with observation, but should eventually evolve into a team-teaching situation with the Supervising Practitioner. Below is a suggested phase in schedule.

August/September

- Observe and take field notes
- Become acquainted with school faculty, staff, administration and school rules
- Take and post attendance
- Learn classroom rules, procedures, expectations
- Review course syllabus, textbook and teaching resources
- Review Supervising Practitioner's units and lesson plans
- Observe Supervising Practitioner conduct a discipline conference or parent contact
- Grade papers/tests and record grades in the grade book or on the computer
- Complete paperwork re: tardies, referrals, etc.
- Assist students during seatwork
- Teach segments of lessons

October

- Locate or create lesson materials such as handouts, quizzes, labs, etc.
- Create units and lesson plans
- Increase involvement with students during seat work
- Teach some lessons and post-conference with the supervising practitioner
- Videotape a lesson
- 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, team-management with Supervising Practitioner
- Teach substantial portions of lessons and units
- Take on increased management and discipline tasks

Remainder of the Morning:

During this time, the Teacher Candidates should:

- a) Conference with the Supervising Practitioner
- b) Observe the Supervising Practitioner teach other classes
- c) Observe other teachers at the school site who model effective teaching
- d) Observe teachers at other school sites
- e) Prepare for spring student teaching by reviewing content and curriculum to be taught

Spring Semester Responsibilities

Assigned Morning Class Periods:

The Teacher Candidates assume full student teaching responsibilities for their two designated periods, including planning, instruction, grading and discipline. Teacher Candidates also complete a Data Literacy project during this semester as a part of their university coursework. Teacher Candidates will require assistance accessing student data for the purposes of completing this project. More information will be provided at the start of spring semester.

It is expected that Teacher Candidates will have written lesson plans for each day. These lesson plans are to be shared with Supervising Practitioners in advance so that the Supervising Practitioner may review them and give feedback. Supervising Practitioners and Teacher Candidates may work together to determine how far in advance the lesson plans are to be submitted to the Supervising Practitioner and how far in advance feedback is to be given to the Teacher Candidate.

As stated previously, in addition to the morning internship hours, Teacher Candidates 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 Teacher Candidates will need to attend during this semester as well.

Remainder of the Morning:

Students should use the remainder of the morning to:

- a) Conference with the Supervising Practitioner
- b) Plan, grade, complete administrative tasks related to student teaching
- c) Complete tasks related to action research
- d) Observe/assist the Supervising Practitioner teaching other classes
- e) Observe other teachers at the school site who model effective teaching

* During the spring semester, Teacher Candidates will have the opportunity to do full-day substitute teaching when their Supervising Practitioners are absent. We strongly encourage this because it allows Teacher Candidates to experience a full day of teaching. On the next page, the guidelines for substitute teaching are delineated.

Emergency Response Procedures

It is important that in an emergency situation (e.g., hard lockdown, soft lockdown, fire drill, evacuation, etc.), the Teacher Candidate is informed and trained in the site's emergency procedures. Prior to starting at their assigned site, Teacher Candidates must obtain a copy of the site/district's emergency procedures and review those procedures. The Teacher Candidate signs the "Cooperating Site Emergency Response Procedure" form and submit that to the Teach Arizona Program Director.

Please note, if a family member, member of the press, or other concerned individual contacts the U of A for information regarding the emergency situation and/or status, they will be referred to the school site and district office for more information.

Substitute Teaching Guidelines for Teacher Candidates

Teach Arizona Teacher Candidates are the only University of Arizona Teacher Candidates who are allowed to substitute teach during their year of internship. However, the following guidelines apply:

- The Teacher Candidate must have a valid substitute certificate from the state of Arizona **and** have completed the appropriate school district requirements.
- The Teacher Candidate **cannot** be a morning or full-day substitute teacher for any teacher other than his/her Supervising Practitioner. This is because the intern is expected to be with his/her Supervising Practitioner and students during the morning internship. However, the Teacher Candidate can do class coverage for other teachers at the school site during the afternoon periods and get paid for those afternoon periods.
- Teacher Candidates have university courses in the afternoons on certain days of the week. These courses **cannot** be missed in order to substitute teach or do class coverage, so confer with your Teacher Candidate to determine the afternoons on which he/she is available.
- Substitute teaching is strictly voluntary. Teacher Candidates may choose not to substitute teach or do class coverage during the fall or spring semesters.

Please share these guidelines with the substitute coordinator at your school/district. This is new information to some of them, and it tends to be a bit confusing at first. All questions can be directed to Dr. Patty Stowers at 577-6929 or pstowers@email.arizona.edu

Supervision Guidelines

For Supervising Practitioners:

During the Fall Semester:

Supervising Practitioners must remain in the classroom with the Teacher Candidates. This semester is a time of team-teaching rather than student teaching. The Teacher Candidates do not have the status of “student teacher.” They cannot be left in sole charge of students for any length of time.

During the Spring Semester:

Supervising Practitioners 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 Supervising Practitioner should be present in the classroom a great deal of the time to formally and informally observe the Teacher Candidate and to provide the feedback that furthers his/her development. If the Supervising Practitioner determines that the Teacher Candidate has adequate professional skills to be alone in the classroom, then they must adhere to these rules when they leave the room:

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

The only exception to these policies is if the Teacher Candidate has a valid substitute certificate and has been officially designated by the school district as a substitute teacher for that class period/day.

Throughout the School Year:

If the Supervising Practitioner is absent and an official substitute teacher is in the classroom, then the substitute teacher must never leave the intern alone with the students (even if the Teacher Candidate is teaching the lesson that period.). Supervising Practitioners should explain in their instructions to the substitute teacher that the substitute, not the Teacher Candidate, is legally liable for the welfare of the students and that the substitute is expected to remain in the classroom at all times.

Supervising Practitioners are expected to follow the Supervising Practitioner Role and Responsibilities. Supervision Tips are also included in the Teach Arizona Program Guidebook. Please review these mentoring expectations.

Supervising Practitioners are encouraged and expected to contact their assigned Program Supervisor or Dr. Roth (Tucson) or Mr. Lang (Chandler) as soon as possible if issues arise, particularly concerns regarding the placement and the student’s fitness to teach. Policies for Teacher Candidate Dismissal/Reassignment are delineated in the Teach Arizona Program Guidebook.

For Program Supervisors

During the Fall Semester:

Program Supervisors will make site visits approximately once every three weeks. The purpose of these visits will be to verify that the Teacher Candidate is on track to successfully student teach in the spring semester. Program Supervisors will make brief, informal observations of the Teacher Candidate interacting with his or her Supervising Practitioner and with the students. The Program Supervisor will ascertain either through these observations or through conversation with the Teacher Candidate and Supervising Practitioner that the following are occurring:

- **The Teacher Candidate is assuming an appropriate amount of responsibility for the two assigned classes as stated on the phase-in plan developed at orientation.**
- **The Teacher Candidate is spending an appropriate amount of time at the field site each day.**
- **The Supervising Practitioner and the Teacher Candidate have set a firm schedule for conferencing and are adhering to it.**
- **The Supervising Practitioner and Teacher Candidate have open lines of communication and are receptive to each other's comments.**

Any issues related to the internship that arise should promptly be brought to the attention of the Program Supervisor. Even small issues left unattended tend to develop into significant problems. If the issue persists then the matter should be brought to Dr. Roth's or Mr. Lang's attention so that it can be resolved.

Program Supervisors will conduct a fall assessment conference with the Supervising Practitioner and Teacher Candidate in order to complete the Teacher Candidate Fall Assessment Rubric.

During the Spring Semester:

Program Supervisors will conduct formal observations and post-conferences with the Teacher Candidates approximately every two weeks. Teacher Candidates must submit formal lesson plans at least two days in advance of these observations. Lesson plans will be posted to D2L.

Program Supervisors will also conduct two evaluation conferences to be jointly attended by the supervising practitioner and Teacher Candidate. The midterm evaluation conference will be held in early March. The final evaluation conference will be held in late April. The Student Teacher Assessment form is available at the Teach Arizona website. It is expected that supervising practitioners and Teacher Candidates will individually complete this form prior to the conference. The forms will be collected at the conference.

Throughout the year, Program Supervisors will be available to assist both Teacher Candidates and Supervising Practitioners regarding internship issues. Please view the Program Supervisors as a resource, and do not hesitate to contact them with questions or concerns.

Dr. Barry Roth will coordinate the field placements and internships for the Tucson cohort. He will be available during the fall and spring to answer questions and address concerns raised by both supervising practitioners and Teacher Candidates. He can be contacted at roth@email.arizona.edu.

Mr. Michael Lang will coordinate the field placements and internships for the Chandler cohort. She will also be available during the fall and spring to answer questions and address concerns. Dr. Lang can be contacted at mglang@email.arizona.edu.

Supervising Practitioner Roles and Responsibilities

- Review the Teach Arizona Program Guidebook and attend orientation
- Acquaint the Teacher Candidate with routine tasks and activities.
- Acquaint the Teacher Candidate with the school, staff, students, teachers and community.
- Treat the Teacher Candidate as a co-teacher and promote that role to students, parents, faculty, and school community.
- Provide for positive learning experiences in accordance with the phase-in plan.
- Communicate with Teacher Candidate daily and work to build a trusting relationship with them.
- Provide a space for the Teacher Candidate to claim as his/her own.
- Allow teacher candidates to teach differently from you and develop their own lessons.
- Provide timely feedback to Teacher Candidates on their lesson plans prior to the teaching of the lesson.
- Model appropriate and effective use of student data.
- Afford opportunities for observation and participation in experiences beyond the immediate classroom.
- Promote personal/professional growth.

Supervising Practitioner Compensation

Supervising practitioners will be paid \$650 for their year of mentoring. Two orange 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 bring immigration documents to the College of Education Office of Field Experience to verify immigration status and eligibility for serving as a Supervising Practitioner. The fall stipend of \$325 will be mailed in January. The spring stipend of \$325 will be mailed in June.

**Questions regarding compensation can be directed to Dr. Barry Roth
(roth@email.arizona.edu)**

Program Supervisor Roles and Responsibilities

Fall Semester

- Attend a meeting of all Teach Arizona supervisors to review policies and procedures for clinical supervision of students.
- Attend the fall orientation and assist Teacher Candidates and Supervising Practitioners with developing the intern's phase-in plan for the fall semester.
- Observe the intern **and** Supervising Practitioner a **minimum** of once a month and preferably every three weeks. Meet with **both** Supervising Practitioner and Teacher Candidate to:
 - Verify that the relationship between the Teacher Candidate and the Supervising Practitioner is sound and appropriate. Consult with Dr. Roth or Mr. Lang if intervention is required.
 - Verify that the intern is in compliance with the Phase-in Plan.
- Conference with the Teacher Candidate and Supervising Practitioner teacher at the end of the semester to complete the Fall Internship Assessment Rubric.

Spring Semester

- Conduct formal observations and post-conferences approximately every two weeks during the spring semester. These observations will be announced and scheduled in advance.
- During the post-conferences, provide feedback on the written lesson plan, instruction and classroom management.
- Provide Teacher Candidates, Supervising Practitioners and Program Director/Coordinator with a written summary of what was discussed during the post-conference.
- Conduct on mid-term and one final evaluation conference with the Teacher Candidate and Supervising Practitioner, and complete requisite evaluation forms.
- Recommend a "pass" or "fail" grade to Dr. Roth/Mr. Lang at the conclusion of the final evaluation conference.

Supervision Tips for Supervising Practitioners

Take notes as you observe your Teacher Candidate. This written record of the lesson will help to focus the post-conference and refresh everyone's memory of the lesson.

- Make the notes as **objective** as possible (i.e. number of students who are on task, number and names of students responding to questions, approximate length of activities, wait time, etc.)
- Write down some exact quotes of the Teacher Candidate whenever possible. This will help the Teacher Candidate examine his/her clarity when giving instructions, presenting material, disciplining students.
- Note the **positive** things that occurred during the lesson. These are often hard for you and the Teacher Candidate to remember later on.
- Give the lesson notes to the intern after the post-conference.

Use the data you collect to frame the post conference. Take a moment to allow each of you to formulate some reflective questions about the lesson.

Allow the Teacher Candidate to begin the discussion. Remember, "Listen more and talk less." You can gently steer them toward an area if you think there is a major area of concern they have missed, but otherwise it is best to allow the intern to lead the discussion. It develops their self-reflection skills and gives them ownership of the process.

Focus on only one or two areas of refinement at a time. It can be demoralizing for Teacher Candidates to get a long list of things to work on. Plus, it is difficult for anyone to concentrate on too many refinements simultaneously.

Include feedback about what went well during the lesson. Make sure that you also focus on one or two things that went well in the lesson. Teacher Candidates tend to be very hard on themselves.

Have established times during each day or week when you will conference. Post-conferencing should not be hit or miss. If you have pre-arranged your conferences, then they are more likely to occur. This conferencing time is crucial for intern development and will allow you to establish your relationship with the Teacher Candidate. Try to meet in a place that is private. Leave yourself enough uninterrupted time for the conference to run its natural course.

When you provide feedback, be specific. Provide feedback that they can act on. "The students were not paying attention" is not as useful as "While you were lecturing you seemed focused on what you were saying and not on the students. Approximately half the class was talking, using their phones or were otherwise distracted. As soon as you started the group work assignment, only one or two students were not engaged."

Teacher Candidate Assessment

Timeline

Teach Arizona Teacher Candidates are formally assessed once at the end of the fall semester and twice during the spring semester. The Program Supervisor will conduct the assessment conferences, which are jointly attended by the Supervising Practitioner and Teacher Candidate.

The fall assessment and midterm spring assessment are formative in nature. The final spring assessment is summative and the results will determine whether the Teacher Candidate has passed student teaching. The fall assessment conference will be held in late November/early December, the spring midterm assessment conference will be held in early March and the final spring assessment conference will be held in late April.

Assessment Instrument

Teacher Candidates will be assessed using the Teacher Candidate Fall Assessment Rubric and the Midterm and Final Student Teacher Assessment. It is expected that the Supervising Practitioner and Teacher Candidate will each individually complete these forms prior to the conferences in order to streamline the assessment process. The assessments are aligned to both the InTASC and the ISTE NETS-T standards for teachers.

Accessing Important Documents

The following documents can be found on the College of Education Professional Preparation website:
http://www.coe.arizona.edu/du_e_process

- InTASC Standards
- ISTE NETS-T Standards
- UA-TPP Professional Standards Overview
- Referral for Outstanding Performance
- Referral for Performance Concerns

The following documents can be found at the Teach Arizona website:
<https://www.coe.arizona.edu/teach-arizona>

- Teacher Candidate Fall Assessment Rubric
- Student Teacher Assessment